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ABSTRACT

This guide, which was developed to assist instructors of several Ohio programs for special adult audiences (including programs for displaced homemakers, dislocated workers, single parents who are school dropouts, and adults needing help coordinating work and family roles), contains a series of curriculum modules devoted to selected aspects of parenting that are especially relevant to adults involved in career and family transitions. The modules are designed not as a parenting program to be taught from beginning to end but rather as a resource for planning and conducting learning activities with parents. The following topics are covered in the 16 modules: seeking empowerment as a parent (accepting the responsibilities of parenting, adjusting to parenthood, enhancing self-esteem, extending love and caring, communicating with children, and guiding children); meeting children's developmental needs (understanding levels of development and meeting play, nutritional, health/wellness, and safety needs); and parenting in families and communities (understanding families' influence on parenting, dealing with special parenting circumstances, understanding the shared responsibility between families and society, utilizing community resources, and balancing working and parenting). Each module includes some/all of the following: intended outcomes; concepts and process skill(s) and strategies to teach each concept; student handouts; and learning activities. (MN)

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PREFACE

Following a long-standing tradition of meeting the needs of special populations, vocational home economics programs in Ohio have included several programs specifically for special adult audiences. The Family Life Education Program, initiated in 1967, focuses on the needs of families in economically depressed areas of Ohio. The Displaced Homemaker Program was established in 1978 to help homemakers reenter the work force. The Graduation, Occupation, and Living Skills (GOALS) Program for young single parents who are school dropouts began in 1980. Transitions, created in 1983, serves dislocated workers. The Work and Family Program helps individuals coordinate the demands of both work and family roles. Support for adults enrolled in these programs was strengthened when the Carl D. Perkins Vocational Education Act of 1984 provided additional services, such as vocational tuition, child care, and travel support services.

The Ohio Department of Education, Division of Vocational and Career Education, published the *Family and Career Transitions (FACT) Resource Guide* in 1988 to help adult instructors meet the needs of the special adult populations enrolled in these programs. The *FACT Resource Guide* focuses on personal development, career exploration, employability, and resource management. Strategies and materials in the *FACT Resource Guide* reflect the characteristics of the special populations served, such as limited financial resources, low self-esteem, and multiple stresses from personal, family, and home-related problems. In addition, the strategies included in the *FACT Resource Guide* promote the development of practical reasoning skills so that program participants learn how to solve problems by using reliable information, considering alternatives, and judging consequences in terms of ethical standards.

As adult instructors used the *FACT Resource Guide*, it became evident that they needed additional resources in the area of parent education. The participants in adult vocational home economics programs are often struggling to balance work and parenting roles. Many of the parents in these programs have come from dysfunctional families and therefore have had no positive parenting role models throughout their own childhood. The provision of reliable parenting information and of opportunities to develop effective parenting skills is critical if these parents are to nurture their own children and contribute responsibly to the work force.

The goal of this *Parenting Education Resource Guide* is to help instructors empower parents to nurture children effectively. The guide focuses on three areas related to working parents' concerns:

- Seeking Empowerment as a Parent
- Meeting Children's Developmental Needs
- Parenting in Families and Communities

Each of these areas of concern is addressed through the "practical-reasoning model." The model involves identifying and defining parenting problems, seeking reliable information, generating alternative courses of action and anticipating their respective consequences, and judging what is best to do for self and others.

The *Parenting Education Resource Guide* is not intended to be a parenting program taught from beginning to end. Local programs should use the guide's curriculum modules as a resource for planning and conducting learning activities with parents. Instructors are encouraged to adapt the strategies to meet their specific students' needs.

The *Parenting Education Resource Guide* reflects the expertise of many individuals, including program instructors and coordinators, curriculum specialists, and Ohio Department of Education staff. Special recognition is extended to the professionals listed below, who gave willingly of their time, knowledge, and skills in developing the resource guide.

- Linda Reece and Lynne Hall, Ohio Department of Education, Division of Vocational and Career Education, gave leadership to the development of the resource guide.
- Heather Boggs, project director, served as curriculum consultant and was responsible for writing the resource guide.
- Bonnie Gamary helped develop curriculum modules and provided technical assistance.
- Sharon Herold, Ohio Department of Education, Divison of Vocational and Career Education, reviewed curriculum modules and provided input into the content and design of strategies.
- Jerri Eddington, substance abuse specialist, Columbus City Schools, provided important resources for curriculum development.
- Yvonne Gustafson and Kathy Shibley, parent educators, reviewed curriculum outcomes and suggested resources.
- Rosalind Horn, Eunice Kuhr, and staff of the Columbus City Schools' Family Life Education Program provided ideas for teaching strategies and materials.
- Donna Courtney, director, and Gretchen Kunselman, administrative assistant, Southwestern Ohio Vocational Education Personnel Development Center, Wright State University, helped write and administer the grant proposal that funded the curriculum project.

INTRODUCTION

Rationale

The purpose of the *Parenting Education Resource Guide* is to help instructors empower parents to nurture children effectively. The guide was developed in response to a critical need for parenting education on the part of the special populations served through the adult vocational home economics programs. These special populations are disadvantaged adults, single parents, displaced workers, and low income families. The individuals and families participating in these programs frequently come from dysfunctional families, in which they have had few positive parenting role models. Their low self-esteem and negative personal experiences as a child often make it difficult for them to function effectively as parents.

There are many positive consequences to helping these parents find reliable parenting information and develop essential parenting skills. First, the parents themselves will feel more confidence in their parenting role, which will also have a positive effect on their work role. Secondly, their children will be raised in a more positive environment, resulting in positive self-esteem, greater success in school, achievement of their full developmental potential, and an increased likelihood that they will assume productive roles as adults. Finally, parent education benefits society by breaking the cycle of abuse and neglect, strengthening families in their nurturing role, and empowering individuals to assume a productive role in democratic society.

The *Parenting Education Resource Guide* is a supplement to the *FACT Resource Guide* and is therefore similar in format. The *FACT Resource Guide* is organized into the four practical problem areas listed below:

1.0 What Should I Do Regarding Personal Development?
2.0 What Should I Do Regarding Career Exploration?
3.0 What Should I Do Regarding Employability?
4.0 What Should I Do Regarding Resource Management?

The *Parenting Education Resource Guide* addresses a fifth practical problem area, "What Should I Do Regarding Being a Working Parent?" The guide is organized into three areas of concern that are faced by parents in the special populations served through adult vocational home economics programs. The first area of concern deals with seeking empowerment as a parent. The modules in this section of the resource guide have two major goals. First, they help parents assess the responsibilities needed to be a parent and accept their own strengths and limitations in the parenting role. The guide gives parents opportunities to examine their experience with their own parents and the ways in which those experiences will affect them as they assume a parenting role. Learning activities support parents' efforts to strengthen their self-esteem and improve their level of confidence. Secondly, these modules focus on developing essential skills for positive parenting, including how to nurture positive self-esteem, extend love and caring, communicate effectively, and provide positive guidance.

The second area of concern addressed by the *Parenting Education Resource Guide* is meeting children's developmental needs. The modules in this section of the resource guide help parents recognize various types and levels of development. The technical information provided concerns creating a positive environment for play and meeting nutritional, health, and safety needs.

The third area of concern deals with parenting in families and communities. Since parenting occurs in a wide variety of family situations, the resource guide examines the effect that different types of families have on the parent-child relationship. Included are ideas for parents to use in strengthening family relationships. Additional modules focus on the interaction between communities and parenting families. Content includes the shared responsibilities for nurturing children, specifically looking at assisting in the formal schooling of children. Further activities identify community resources, and time is spent helping parents develop the communication and management skills necessary to access these resources. Finally, this section of the resource guide includes ideas for balancing working and parenting roles.

As society becomes increasingly complex, parents' role continues to gain importance. Though rapid technological advancements, media messages, and peer pressure increasingly influence the development of young children, a child's parent is still his or her first teacher and the most important influence in a child's ability to reach his or her potential. The *Parenting Education Resource Guide* exists to assist instructors in helping individuals meet the challenge of parenting in today's society.

Curricular Design

The *Parenting Education Resource Guide* utilizes the practical-reasoning curricular design described in the *FACT Resource Guide*. The *FACT Resource Guide*, is available from the Vocational Instructional Materials Laboratory, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (614-292-5001), and may be used as a further reference to this guide. The curricular design focuses on the practical problems of the individual at work and at home and helps learners develop the knowledge and skills to resolve those problems in real life. The aim of this approach is to foster the development of a fully functioning individual who takes action for the betterment of the family, the workplace, and society. The practical-reasoning orientation encourages learners to actively participate in solving problems and helps learners

1. Develop skills in
   - Critical and creative thinking
   - Interpersonal communication
   - Family and work skills
2. Value a quality family and work life that
   - Shows a balanced commitment to self, family, and work
   - Inspires pride in self, family, and work
   - Is marked by concern for the well-being of self, family, and others
3. Take reasoned action to
   - Plan for the integration of family and career
   - Manage resources
   - Develop the personal self
   - Parent in positive ways

Resource Guide's Format

The *Parenting Education Resource Guide* addresses the practical problem, "What Should I Do Regarding Beinging a Working Parent?" The following three concerns related to this practical problem form the resource guide's framework:

- Seeking Empowerment as a Parent
- Meeting Children's Developmental Needs
- Parenting in Families and Communities

The guide presents several modules related to each of these concerns. A flowchart illustrating these modules appears on page 5 of this resource guide. A number code at the top of each module page indicates the position of that module in the flowchart.

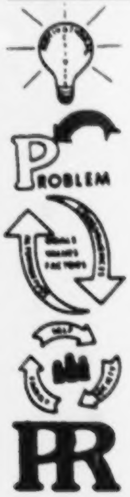
Following is information about each module:

1. A representative list of outcomes to be achieved through participating in the learning activities is identified at the module's beginning. This list represents samples of outcomes that local programs may choose to include in their adult home economics program. A complete list of outcomes for all modules appears on pages 6-9 of this resource guide.

2. The Concept column lists the concepts that must be understood in order to achieve the outcomes. This column further refines the module topic and helps the instructor sequentially present the concepts.

3. The Process Skills column tells, in symbol form, the aspect of the practical-reasoning process that is emphasized by a specific strategy. The five symbols used appear in Figure 1. (These symbols are identical to those used in the *FACT Resource Guide.*)

Figure 1



Symbolizes a strategy that "sets the stage" and stimulates the students' interest and involvement.

Symbolizes a strategy that identifies the general problem and typically generates questions directed by student needs.

Symbolizes a strategy that identifies values and factors linked to the problem, generates alternative solutions, and anticipates the potential consequences of each alternative.

Symbolizes a strategy that involves reflection and evaluation of the action taken, considering what's best for one's self, one's family, and society.

Symbolizes one strategy that includes ALL the practical-action steps.

4. The Strategies column suggests various instructional strategies that relate to the module and are congruent with the practical-reasoning process. In the selection of these activities, characteristics of adult learners in the special populations served by adult vocational home economics programs received careful consideration.

The strategies often include the phrase "using resources." Due to the diversity of resources in Ohio's classrooms and communities, specific publications, audiovisuals, and other instructional materials are not listed. Resources must be selected based upon availability and appropriateness to the individual program. Some strategies are preceded by the boldfaced phrase "Parent-Child Interaction." These are strategies that offer parents opportunities to interact with their children and extend learning beyond the classroom.

Supplemental materials, also identified in boldface, follow each module. They can be used as content information, teacher resources, or student handouts or worksheets. Instructors may adapt these materials to suit the abilities and needs of the adult learners in each program. A bibliographic citation has been provided whenever possible and copyright permission has been obtained when necessary.

FLOWCHART OF MODULES

5.0 What Should I Do Regarding Being a Working Parent?

- 5.1 Seeking Empowerment as a Parent
  - 5.11 Accepting the Responsibilities of Parenting
  - 5.12 Adjusting to Parenthood
  - 5.13 Enhancing Self-esteem
  - 5.14 Extending Love and Caring
  - 5.15 Communicating With Children
  - 5.16 Guiding Children
- 5.2 Meeting Children's Developmental Needs
  - 5.21 Understanding Levels of Development
  - 5.22 Meeting Play Needs
  - 5.23 Meeting Nutritional Needs
  - 5.24 Meeting Needs for Health and Wellness
  - 5.25 Meeting Safety Needs
- 5.3 Parenting in Families and Communities
  - 5.31 Understanding Families' Influence on Parenting
  - 5.32 Dealing With Special Parenting Circumstances
  - 5.33 Understanding the Shared Responsibility Between Families and Society
  - 5.34 Utilizing Community Resources
  - 5.35 Balancing Working and Parenting

LIST OF OUTCOMES

Practical Problem: What Should I Do Regarding Being a Working Parent?

Concern: SEEKING EMPOWERMENT AS A PARENT

Module 5.11: Accepting the Responsibilities of Parenting

Outcomes:
- Evaluate what it means to be a parent
- Explain how attitudes and feelings toward parenting roles and responsibilities affect a parent's behavior toward children
- Describe the relationship between a parent's experiences as a child and his or her ability to parent his or her children
- Identify barriers to accepting the responsibilities of parenting
- Develop strategies for coping with personal attitudes, fears, and needs while dealing with children
- Develop a support system for accepting parenting roles

Module 5.12: Adjusting to Parenthood

Outcomes:
- Identify parental responsibilities during the prenatal period of development
- Plan ways to cope with emotional changes during pregnancy
- Analyze the effect of parenting responsibilities on the family lifestyle
- Explain family adjustments and coping strategies needed when the baby arrives
- Develop a plan for infant care
- Relate the bonding process to parent-child relationships and infant development

Module 5.13: Enhancing Self-esteem

Outcomes:
- Identify the relationship between self-esteem and the way in which one was parented
- Explain the effect of a parent's self-esteem on being able to build a child's self-esteem
- Explain how positive self-esteem influences the development of a child
- Develop a plan, as a parent, to build a child's self-esteem

Module 5.14: Extending Love and Caring

Outcomes:
- Explain the meaning of caring and its importance to the parent-child relationship
- Identify the characteristics necessary to promote healthy and truly nurturing care
- Evaluate alternative ways to express caring
- Explain the concept of unconditional love and its importance to the parent-child relationship

Module 5.15: Communicating With Children

Outcomes:
- Describe the relationship between parents' verbal and nonverbal communication and children's self-esteem
- Develop listening skills that reflect compassion and promote cooperation
- Ask questions to help oneself, one's children, and other care givers reason and plan
- Help children accept responsibility for their own feelings and express them appropriately
- Use positive language and behavior when communicating with children
- Solve problems with children in constructive ways

Module 5.16: Guiding Children

Outcomes:
- Explain the importance of positive guidance
- Describe goals for guiding children and distinguish between guidance, discipline, and punishment
- Analyze various methods of guidance
- Describe how developmental level affects guidance and discipline
- Identify the importance of setting limits to promote positive behavior
- Examine the influence of power on the parent-child relationship
- Define types of child abuse
- Analyze factors contributing to child abuse
- Suggest possible preventive and interventive measures for child abuse

Concern: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module 5.21: Understanding Levels of Development

Outcomes:
- Identify basic needs of human beings
- Analyze the consequences of met and unmet needs on the lives of children
- Describe the physical, emotional, social, and intellectual growth patterns of children
- Set realistic expectations for children based on a knowledge of development
- Accept individual differences and the uniqueness of each child and family member
- Identify strategies for fostering various types of development
- Analyze the parent's role in communicating a positive attitude and responsible sexual behavior in children from birth to adulthood

Module 5.22: Meeting Play Needs

Outcomes:
- Explain the importance of play to physical, social, emotional, and intellectual development
- Establish a clean, well-organized home environment that encourages play and learning
- Select appropriate toys for each developmental level
- Create ideas for household items that can be used as inexpensive toys
- Describe the value of reading aloud to children
- Evaluate children's books appropriate for various developmental levels
- Assess the value of television as a use of children's playtime
- Create family rules and strategies for viewing television

Module 5.23: Meeting Nutritional Needs

Outcomes:
- Analyze factors affecting food choices
- Assess the impact of parental eating habits on the development of children's eating habits
- Select nutritious food for children
- Analyze the consequences of healthy and poor nutrition for children
- Evaluate sources of nutrition information
- Establish guidelines for mealtime routines that promote good health and positive family relationships
- Plan snacks to meet the nutritional needs of children
- Create strategies for involving children in selecting and preparing nutritious foods

Module 5.24: Meeting Needs for Health and Wellness

Outcomes:
- Identify the characteristics of a healthy child
- Assess the consequences of helping children stay healthy
- Establish hygiene, exercise, and sleep routines to promote good health
- Select clothing that meets children's developmental needs
- Develop strategies for helping children deal with stress
- Develop a plan for preventive health care
- Describe procedures for caring for an ill or injured child

Module 5.25: Meeting Safety Needs

Outcomes:
- Create a safe environment at home based on the children's developmental level
- Evaluate-safety hazards in a home environment
- Perform basic first aid for accidents
- Develop guidelines for keeping children safe on the street, with strangers, and with babysitters
- Create preventive measures for parents and children to reduce the risk of child abductions and runaways

Concern: PARENTING IN FAMILIES AND COMMUNITIES

Module 5.31: Understanding Families' Influence on Parenting

Outcomes:
- Analyze the family's role of providing the primary nurturing environment for all individuals
- Compare the circumstances under which parenting occurs to the definition of a family
- Describe the impact of various family situations on the parenting role
- Identify the characteristics attributed to stable, healthy families
- Develop strategies for building a strong, healthy family to provide a supportive environment for children
- Plan leisure time to support family relationships
- Recognize and appreciate the importance of family traditions, rituals, and values and the necessity for their development and maintenance
- Devise strategies for dealing with sibling rivalry
- Analyze the effect of family stress and crises on children in the family

Module 5.32: Dealing With Special Parenting Circumstances

Outcomes:
- Evaluate the impact of children with special needs on families
- Identify strategies for nurturing children with special needs
- Discuss circumstances that cause families to live apart, such as divorce or incarceration
- Identify strategies for maintaining the parent-child relationship while families live apart

Module 5.33: Understanding the Shared Responsibility Between Families and Society

Outcomes:
- Explain the interdependent relationship between families and society in sharing the responsibility for children's education, mental and physical well-being, recreation, and protection from danger
- Create ways to enhance the child's strengths and uniqueness in laying a foundation for positive academic experiences
- Help children adjust to and succeed in school
- Understand the importance of teaching children to use the world's resources responsibly
- Describe ways parents can influence change in society and government for the benefit of parenting families and children

Module 5.34: Utilizing Community Resources

Outcomes:
- Describe the purpose of support systems
- Identify community services and the cultural and educational programs available for serving family needs
- Devise a model for developing a support network of family, friends, and community services
- Use communication skills to seek out and work with those who can provide support

Module 5.35: Balancing Working and Parenting

Outcomes:
- Identify the effect that becoming a parent has on work roles
- Explain how parents' work roles affect their children
- Describe the advantages and disadvantages of being a working parent
- Identify the consequences of keeping and not keeping parenting and work roles in balance
- Identify strategies for balancing work and family roles
- Develop a plan for meeting the family's child-care needs
- Identify strategies for dealing with guilt and stress as a working parent

CONCEPT

PROCESS SKILLS

STRATEGIES

(7) Mark worries about his three children receiving adequate care. His wife drinks too much alcohol. Whe the children arrive home after school, they never know what mood she will be in, or whether or not she will be asleep.
(8) Wanda had her first child at age 14 and a second child before she graduated from high school at 19 years of age. She now works full-time as a home daycare provider. Though she knows the hardship of raising two children as a single parent, her children are her pride and joy.

Discussion Questions
- *What do all these parents have in common with each other? With you?*
- *Who is usually considered a "parent"?*
- *Who parents you?*
- *Can everyone play a parenting role?*

c. React to the statement, "It is easy to become a parent, but very difficult to be one."

Discussion Questions
- *What would happen if parenting responsibilities ended with the child's birth?*
- *What is most difficult about being a parent?*
- *What is least difficult about being a parent?*

d. React to the definitions of parenting listed below. Discuss the difference between having a child and being a parent.

(1) Parenting is positive action to ensure that the child has the best possible development and future.
(2) Parenting is the assumption of total responsibility for the child's well-being.
(3) Parenting is a process involving interaction between a parent and a child.

Discussion Questions
- *What are your goals as a parent?*
- *What is your role in helping your child be the best person he can be?*
- *What would happen if your responsibilities as a parent ended with the child's birth?*

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Accepting the Responsibilities of Parenting

Outcomes:
- Evaluate what it means to be a parent
- Explain how attitudes and feelings toward parenting roles and responsibilities affect a parent's behavior toward children
- Describe the relationship between a parent's experiences as a child and his or her ability to parent his or her children
- Identify barriers to accepting the responsibilities of parenting
- Develop strategies for coping with personal attitudes, fears, and needs while dealing with children
- Develop a support system for accepting parenting roles

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Meaning of Parenthood		a. Display around the classroom photographs, magazine pictures, or drawings of parents and children. Brainstorm words or phrases you think of when you hear the word "parent." List these words on the chalkboard. Discuss what it means to be a parent.
	PROBLEM	b. Read the parenting examples below and discuss the different kinds of situations in which people play the role of parent. (1) When Peggy's husband left her five years ago, she struggled to support her three children on her own. (2) Terrell got custody of his daughter following his divorce from his wife. (3) Joellen decided to adopt a handicapped child, even though she is not married. She works full-time while her son attends a program for special-needs children during the day. (4) When Edna's son Frank lost his job, he and his family temporarily moved in with Edna. (5) Bob is divorced and has two sons. His sister and mother share his apartment and help take care of the children. (6) Sheryl and David are newly married. Together they have four children from previous marriages.

CONCEPT	PROCESS SKILLS	STRATEGIES

2. **Responsibilities of Parenthood**

a. Make three life-size adult silhouettes from paper. Label each with one of the roles that parents fulfill as listed below. Using resources, define each of these roles. On each silhouette, list the responsibilities that parents have with regard to that role.

(l) Protector
(2) Caregiver
(3) Teacher

Discussion Questions
- *What do you do for your children with regard to each of these roles?*
- *What happens when parents do not fulfill their responsibilities in each of these roles?*
- *Which of these roles is easiest to fulfill? Most difficult? Why?*

b. In small groups, select a parent from a popular television show and list the parenting responsibilities you have observed that character fulfilling. Classify these responsibilities into the three common roles of parenthood, listed above. Discuss what would happen if parents did not fulfill these roles.

c. Read **A Child's Bill of Rights (p. 21)**. Discuss the responsibilities that parents have to insure that children' rights are fulfilled.

d. Write a job description for the position of parent, including but not limited to the following information: job title, responsibilities, qualifications, work hours, and salary. Compare your job description with those of the rest of the class. Circle descriptive words about parenting responsibilities. As a class, develop a job description.

e. List responsibilities of parents within each of the of child-development stages listed below. Discuss how parenting responsibilities change as the child changes and grows.

(1) Infant
(2) Toddler
(3) Preschooler
(4) School-age child
(5) Teenager
(6) Adult

CONCEPT	PROCESS SKILLS	STRATEGIES

f. Using words or pictures, keep a journal recording your parenting responsibilities for one week. Discuss your record with your class. Make a list of the advantages of being a parent. Make a second list of the disadvantages of parenting.

g. Brainstorm a list of skills needed to be a parent. Circle the skills you possess. Underline the skills you would like to develop or improve.

Discussion Questions
- *Which of these skills are the most important in enabling you to fulfill parenting responsibilities? Least important?*
- *Does any one person possess all these skills?*
- *How can you learn or improve parenting skills?*

h. In small groups, list ways that parents learn the skills needed to fulfill parenting responsibilities, such as those shown below. Discuss how you learned the parenting skills you possess.

(1) How you were parented
(2) How friends were parented
(3) How grandparents parented
(4) Movies
(5) Experience
(6) Advice of peers
(7) Books
(8) Television
(9) Parenting programs or classes

i. Using resources, identify the meaning of the term "role model." List role models in your own life. Share your list with the class. Discuss how parents can be role models for children.

- *Why is it important for parents to be role models for their children?*
- *What did you learn from your parents as they role modeled?*
- *What kinds of behavior are children most likely to model after their parents?*
- *What happens when parents serve as a negative role model for children?*

CONCEPT	PROCESS SKILLS	STRATEGIES
3. Parenting Roles		a. In small groups, create two collages of words and pictures, one illustrating things mothers do, and the other illustrating things fathers do. Share the collages with the class and discuss the similarities and differences between these two roles. *Discussion Questions* • *What influences our expectations about male and female roles in parenthood?* • *Are society's expectations about these roles the same as they were when you were a child? Why or why not?* • *How are the expectations of these roles affected by single-parent families? Divorced couples who share custody?* • *What happens when parents do not agree on whose responsibility a parenting task is?*
		b. Complete **Women's Roles, Men's Roles (p. 22).** *Discussion Questions* • *Have attitudes about men's role in parenting changed since you were a child? Why or why not?* • *How do traditional values regarding parenting roles affect your behavior as a parent?* • *What other factors influence parenting roles besides attitudes about males and females?*
		c. View a TV show about a family and answer the following questions: (1) Who was responsible for caring for the children? (2) Did the parents(s) work outside the home? (3) Who did the children go to when they had a problem? (4) Did the parent(s) feel confident in their parenting role? (5) How does this show reflect how our society views the male and female roles in parenting?
		d. Collect and display pictures of parents from the 1940's, 1950's, 1960's, 1970's, 1980's, and 1990's. Describe the responsibilities of mothers and fathers during each of these time periods. Identify the changes that have occurred in the expectations of parenting roles over the years. Discuss factors that have affected these changes.

CONCEPT	PROCESS SKILLS	STRATEGIES
4. Cultural Influences on Parenting Roles		a. List all the ethnic groups represented in the class. Discuss some of the ways in which belonging to these ethnic groups affects your role as a parent and your relationship with your child.
		b. Read **Cultural Diversity in Family and Parenting Characteristics (p. 23)**. Compare these characteristics with your own knowledge of and experiences with each of the groups.
5. Attitudes and Feelings Toward Parenthood		a. Interview another parent in your class using the questions below. List your findings on the chalkboard. Circle the positive and negative feelings about parenthood that are reflected in the responses. (1) What is your most important responsibility as a parent? (2) What do you like best about being a parent? What do you like least about being a parent? (3) How has being a parent changed your life? (4) What do you wish you had known before having children? (5) Why did you want children? (6) If you could give advice to other parents, what would you tell them? *Discussion Questions* • *Are your feelings about being a parent always positive? Why or why not?* • *Is it normal to have some negative feelings about your role as a parent?* • *What happens when you have more negative feelings about being a parent than positive ones?*
	PROBLEM	b. Read the case studies below and discuss how parents may have mixed feelings about parenting. Share your own experiences in which you had mixed feelings about parenting. Discuss ways in which parents can cope with these feelings. (1) Darrell worked overtime to buy his son a leather jacket that he wanted for his birthday. When his son proudly wore the jacket to school, he left it in his unlocked locker and it was stolen. Darrell was furious. (2) Wanda had saved money for years for her daughter's college tuition. She had given up buying many things that she would like to have had just to save this money. When her daughter dropped out of school, Wanda was angry. (3) Betty spent years raising her children and was looking forward to having each of them establish their own independence. Her youngest child, however, had a baby during her freshman year of high school. Now Betty is frustrated because she spends most of her time caring for the new baby while her daughter goes to school.

CONCEPT	PROCESS SKILLS	STRATEGIES

c. Read the following statements, which reveal attitudes about parenting. Predict how each attitude would affect a parent's behavior toward his or her children.

(1) I was raised by parents and lived in a family; therefore, I have the experience necessary to be a parent.
(2) Children are sweet and cute.
(3) Children will turn out well if they have good parents.
(4) Girls are harder to raise than boys.
(5) Children will appreciate all their parents do for them.
(6) Love is enough to make someone a good parent.
(7) All married couples should have children.
(8) When I have a child, others will know that I am a woman (or a man).
(9) Children are more of a burden than an asset.
(10) If I was raised in a certain way and turned out all right, then it must be okay to raise my children the same way.
(11) Parents are in charge and children should do everything they say.
(12) I've given up having fun and doing things for myself in order to be a parent.

6. Accepting the Role of Parenting

a. In small groups, share examples of memorable moments from your childhood and things you liked about how your parents raised you. Then share things you did not like about how your parents raised you. Discuss what you want your own children to remember about their childhood and about you as a parent.

Discussion Questions
- *How does your parents' style compare with your own style of parenting?*
- *What would you change about the way in which you were parented?*
- *What are the similarities and differences between your memories of childhood and your own child's experiences during childhood?*
- *Is there anything you would like to change about your own parenting style?*

b. Complete the sentences below.

(1) To me, parenthood means . . .
(2) Someday, I want my child to be . . .
(3) What I like most about myself as a parent is . . .
(4) What I would like to change about myself as a parent is . . .

CONCEPT	PROCESS SKILLS	STRATEGIES
		(5) What my children like best about me as a parent is . . . (6) What my children would like me to change about myself as a parent is . . . *Discussion Questions* • *What are your goals as a parent?* • *What are your expectations of yourself as a parent?* • *Are your expectations of yourself reasonable? Why or why not?* c Read **Perfect Parenting: A Dangerous Business (p. 24-25)**. Discuss the importance of accepting your strengths and limitations as a parent.
		d. Read each of the circumstances below and explain how it might affect a parent's behavior in a family. (l) A parent who is chemically dependent (2) A family in poverty (3) Domestic violence in a family (4) A parent who experienced abuse as a child (5) A parent who suffers from depression (6) A family with a member who has a lingering physical illness (7) A family with very rigid rules *Discussion Questions* • *Which of these barriers would be easiest to overcome? Most difficult? Why?* • *How might a parent overcome or cope with these barriers?* • *Where could a parent get help for these types of problems?*
7. Balancing Care for Self and Care for Children		a. Working in small groups, list all the ways your life has changed since you have had children. Discuss how you have made adjustments in your life-style since having children and your feelings about having to make these adjustments.
	PROBLEM	b. List five roles that you play. Beside each role estimate the time spent performing the duties associated with the role. Discuss the relationship between the importance of each role and the time you spend fulfilling those role responsibilities.

CONCEPT | PROCESS SKILLS | STRATEGIES

Discussion Questions
- *What roadblocks stand in the way of your management of self?*
- *What can you do to remove those roadblocks?*
- *How good are you at management of self? How does that affect your ability to be a parent?*

c. Meeting in small groups, share a story about a recent day that was totally dominated by your attempts to satisfy the needs of your children. Discuss your feelings about that day.

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d. Read each of the case studies below and identify ways that caring for self and caring for children conflict. Share additional examples of your own. Using practical reasoning, identify solutions for balancing these two responsibilities.

(1) Since 17-year-old Theresa had her twin daughters, she has not been able to get out of the house or visit with her friends. She loves her children but feels she needs time to herself.
(2) Raeann's boss has asked her to meet with an important client the evening of her son's championship basketball game. She does not want to miss the game, but is reluctant to deny her boss's request.
(3) Brett, a single father, has a date that evening with an attractive woman he recently met. At dinner time, his daughter Amy gets sick. He doesn't want to leave Amy with the sitter, yet he was looking forward with great anticipation to the evening out.

Discussion Questions
- *What happens when parents do not have the time or resources to meet their own needs?*
- *How should parents decide whose needs are more important?*
- *What skills do parents need to balance caring for self and caring for children?*

e. Develop a simple schedule for one day that allows time for children and time for self. Follow the schedule and report back to your class, describing how the day went and your feelings about the schedule.

8. Parenting Support Systems

a. Discuss how each of the following groups could be a source of support for parents.

(1) Friends
(2) Family

CONCEPT	PROCESS SKILLS	STRATEGIES
		(3) Self-help support groups (4) Clergy (5) Community and educational programs for parents (6) Professional counselors or therapists b. Draw a circle and write your name in the middle. Draw lines outward from the circle. On each line, write a person or group that you could go and receive support for your needs as a parent. Discuss the consequences of having and not having this support system.

A CHILD'S BILL OF RIGHTS

A Child Has a Right to:

Be wanted and planned for by the parents

Be reared by loving parents who have parenting skills

Be provided with a maximum prenatal growth environment

Be provided with the proper nutrition from conception to adulthood

Be provided maximum protection from preventable injuries

Live in an uncrowded, peaceful, clean, and secure home

Have clean clothing, suitably adapted for the weather

Receive warm, loving, patient, and skillful parental care

Receive a large variety of learning experiences

Be protected from abuse and neglect

Receive adequate preventive and regular medical care

Receive educational opportunities that maximize individual development

Receive patient, skillful guidance

Adapted from Tennessee Department of Education and Shelby State Community College, *Family Living and Parenthood Education: A Competency Based Approach, Level III*. Memphis, Tennessee: Tennessee Department of Education.

WOMEN'S ROLES, MEN'S ROLES

Directions: Check those statements that were expectations in your family situation as you grew up. Put a star beside those expectations that exist in your present family.

______ 1. Women are more capable of handling babies than are men.

______ 2. Most men know very little about raising a child.

______ 3. Babies are naturally more attached to mothers than to fathers.

______ 4. Men and women should share parenting responsibilities equally.

______ 5. Men don't get the joy from parenting that women do.

______ 6. Fathers don't have much influence on a child's personality.

______ 7. Fathers have a natural parenting instinct.

______ 8. Males should be the head of a household; females should stay home as wife and mother.

______ 9. Women have a natural maternal instinct.

______ 10. Housekeeping jobs should be shared equally between men and women.

______ 11. More men should stay at home with children while women go to work.

______ 12. Both males and females should be encouraged to express their creativity and be independent.

______ 13. In child custody cases, mothers should always be awarded custody because they make better parents than fathers.

CULTURAL DIVERSITY IN FAMILY AND PARENTING CHARACTERISTICS

Characteristics of Black families:

- High percentage of female-headed families
- Value work achievement and religion as positive forces that shape family life
- Multigenerational families common
- Parent-child relationship more valued than spouse relationship
- Strong kinship bonds and role flexibility
- Lack of positive male role models
- Child-rearing practices include:
  1. Encourage early independence of children
  2. Intolerant of wasted time
  3. Highly supportive and controlling of children
  4. Place value on strictness
  5. More likely to use physical rather than verbal punishment

Characteristics of Mexican-American families:

- Warm and affectionate
- Individuals respected and gain status from membership in the group
- Give emotional security and a sense of belonging
- Male dominance in family leadership
- Family solidarity is valued
- Child-rearing practices:
  1. Younger family members dominated by older family members
  2. Fathers warm, nurturing, and affectionate to both sons and daughters
  3. Mothers as important, dominant figure in matters regarding children
  4. Support an increasing degree of permissiveness as children grow older
  5. Nonverbal communication techniques

Characteristics of Asian-American families:

- High level of educational achievement, income, and family stability
- Traditional attitudes about women's roles, though recent generation places importance on women's work role outside the home
- Discipline and concern about what others think valued
- Conservative sexual standards of conduct
- Child-rearing practices:
  1. Pay a great deal of attention to their babies
  2. Formal instruction for young children
  3. Similar to middle class American attitudes

Characteristics of Native-American Indian families:

- A variety of family structures with the extended family form as the predominate one
- Significant number of female-headed households
- Cooperation and sharing are valued, interdependence emphasized
- Viewing time as having no beginning and no end
- High rate of unemployment and alcoholism
- Child-rearing practices:
  1. Multiple parenting (because of extended families)
  2. Traditional child-rearing methods used
  3. Taught independence at an early age
  4. Light discipline such as persuasion, ridicule, or shaming is used as opposed to physical punishment

Reference: C. Midel, R. Habenstein, and R. Wright, Jr. *Ethnic Families in America*, 3rd ed. (New York: Elsevier Science Publishing Company, 1988).

PERFECT PARENTING: A DANGEROUS BUSINESS

If you are one of those parents who accepts your limitations, doesn't worry about occasionally having bad days, and thinks you are basically doing the best job you can at parenting--pass go, collect $200, and do NOT read this article. But, if you are a parent like many of us who feels you should be a better parent, know more, and be able to do more for and with your child. . . read on.

Many of us have grown up with a notion that parents should be all-loving, all-knowing, and all-giving. Before we became parents, we thought that we would be the perfect mother or father. That ideal of the perfect parent haunts many of us and often makes us feel like failures, if we cannot live up to that ideal.

The basic formula for the perfect parent differs for each of us, but the following is a typical portrait. These fantasy parents never get angry, always love their children, can solve all problems, and rise to any crisis. They provide fun, exciting learning experiences for their children, and are able to offer them many materials, possessions, and opportunities. These parents know enormous amounts of information about child development, nutrition, health promotion, and family communication. They never feel trapped and enjoy sacrificing for their children. Finally, these "perfect parents" have perfect or nearly perfect children.

Many parents think other mothers and fathers are living up to these goals, and consequently see themselves alone in their imperfection. This increases parental anxiety and renews their energetic striving toward becoming that "perfect parent."

When we become parents, we somehow feel we have to give up our personhood. We can no longer make mistakes, become cranky, swear, eat junk food, have bad days, and in general, just be a fallible human. Instead we must become unconditionally loving, unselfishly looking after others' needs. We must be firm and consistent in our discipline and set a perfect example for our children to follow.

It is here that we as parents make our first mistakes. By being too harsh with ourselves, setting unreasonable goals, and not accepting both the positive and the negative sides of ourselves, we set ourselves up to fail. No matter how good a job you do, you can't be perfect because perfection is simply not a part of the human condition.

The problem with trying to be "perfect parents" is that it is simply impossible. Because we are human beings and all humans make mistakes, are inconsistent, and have negative feelings, ideal parents have to pretend a lot. For instance, a parent may tell her three-year-old child that she really loves to have him help bake bread. She pretends to enjoy this activity because she believes "good parents" enjoy working with their children. Although mom says she enjoys cooking with her child, her little boy is also picking up on the nonverbal body language that is telling him that his mother really isn't having a good time at all and would rather not have him around right now.

Her tone of voice (insincere) and her facial expression (exasperation) tell him the opposite of her words. Consequently, the child receives a mixed message--mom tells him one thing but means another. Because family relationships are so intimate, it is almost impossible to hide out true feelings. Consequently, pretending to feel one thing when you feel another can have grave consequences for the parent-child relationship.

The best kind of parent for all of us to be is a genuine, real person who inevitably will have both good and bad days, and feel both accepting and unaccepting toward his or her children. Honest, open communication between parent and child enhances and deepens the relationship.

Another danger of being a perfect parent is that this sets us up to expect perfection from our children. After all, to be a perfect parent, one must produce perfect children! Even if we try to communicate an attitude of acceptance to our children, children of mothers and fathers who try so hard to be perfect often feel that to be lovable and acceptable in their home, they must also be perfect.

Finally, perfect parents so often fail in one important area: They try so hard to make their child's life free from pain and hardship that the child may never learn to solve his own problems and accept failure. This parent may continuously rescue his or her child from rough situations that would teach the child a great deal. One of the most difficult things for parents to do is to let the child fall on his face. We, as parents, can't solve all our children's problems. Even from infancy, children have to learn that parents can't always make things better. Sometimes all a parent can do is to offer compassion and genuine regrets.

In general, perfect parenting is a trap to be avoided--not a goal to be sought. The more we can accept ourselves and our negative sides, the more accepting we can become of our child. If we can accept ourselves as less-than-perfect parents, we can then start to work toward understanding and change.

Source: *Central Parent Program Newsletter*, Winona, MN.

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Adjusting to Parenthood

Outcomes:
- Identify parental responsibilities during the prenatal period of development
- Plan ways to cope with emotional changes during pregnancy
- Analyze the effect of parenting reponsibilities on the family lifestyle
- Explain family adjustments and coping strategies needed when the baby arrives
- Develop a plan for infant care
- Relate the bonding process to parent-child relationships and infant development

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Responsibilities of Parent During Prenatal Development	PROBLEM	a. List concerns expectant mothers and fathers have about the physical health of mother and baby during pregnancy. Develop a list of questions about prenatal development and care. *Discussion Questions* • *Why should expectant parents be concerned about their behavior before the baby is born?* • *Where can expectant parents go to get reliable information about prenatal care and parenting?*
		b. Using resources, identify the stages of prenatal development. For each stage, list changes in the developing child, the mother, and the family.
	⟳	c. Make a chart indicating the consequences for both the baby and the mother during pregnancy for each of the following hazards: (l) Smoking (2) Alcohol (3) Caffeine (4) Syphilis (5) Gonorrhea (6) AIDS (7) Rubella

CONCEPT | PROCESS SKILLS | STRATEGIES

(8) Nonprescription drugs
(9) Poor nutrition
(10) Lack of prenatal care

Discussion Questions

- *Are expectant parents able to control their exposure to these hazards?*
- *Under what circumstances might an expectant parent have trouble exerting control over these hazards?*
- *How can expectant parents get support for avoiding these hazards?*

d. Brainstorm a list of things prospective parents should do as soon as they know they are expecting. Come to a consensus on the five most important things prospective parents should do to prepare for the birth of a baby. Discuss the consequences of not following good health practices during pregnancy for the unborn child, the mother, the extended family, and the community.

e. Using **Dietary Needs During Pregnancy (p. 34)**, identify nutritive requirements for the mother during pregnancy. Working in small groups, prepare samples of nutritious foods that can be eaten during pregnancy and evaluate them according to nutritive value, cost, ease of preparation, and flavor.

f. Invite a nurse from a prenatal clinic to discuss the procedures followed during prenatal visits, beginning with the first visit and ending with the final visits before delivery. Discuss reasons why an expectant parent might be reluctant to get medical attention during pregnancy.

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g. Read the case study below and discuss what values, feelings, and goals influenced the behavior of the mother in this situation. Using practical reasoning, identify choices that the baby's mother could have made that would have resulted in more-positive circumstances for herself and her baby.

> Early in her pregnancy, Shanelle had been using drugs with the father of her baby. She was in love with him and wanted to please him by getting high just like he did. Shanelle was angry and hurt when he left town as soon as he learned he was going to be a father. Shanelle did not go to a doctor or clinic during her pregnancy because she doesn't really trust doctors and was nervous about what would happen to her if they found out she had taken drugs during the pregnancy. Shanelle's baby boy was born six weeks prematurely and weighed only 3 pounds. He spent the first month of his life in the intensive care

CONCEPT	PROCESS SKILLS	STRATEGIES
		unit at Children's Hospital. The baby startled easily at sudden noise, would cry when touched, and had problems digesting milk. His heart and lungs were continually monitored, even after he went home from the hospital. The doctor has explained to Shanelle her son may have brain damage and might need special care for the rest of his life. *Discussion Questions* • *Do you think Shanelle's choices during the pregnancy were good choices? Why or why not?* • *Would Shanelle's behavior have been different if she had known about the importance of prenatal care? Why or why not?* • *Of those factors influencing her son's condition, which ones would Shanelle have been able to control or change?*
		h. Write a letter from an unborn baby to an expectant mother. Include suggestions the child would make to the mother about how to ensure a healthy baby. Share your letter with the class.
2. Emotional Changes During Pregnancy		a. Meeting in small groups, discuss the following questions: (l) Did you notice any changes in your feelings during pregnancy? (2) What helped you cope with those feelings? (3) What concerns do you have about coping with the new responsibilities of being a parent? About the baby? About the birth process? (4) Did you worry about how others would view your changing appearance during pregnancy? (5) What effect did your pregnancy have on your relationships with your family?
		b. Brainstorm a list of changes that expectant mothers experience during pregnancy. Rank the list starting with those that you would find most easy to cope with and ending with those that you would find least easy to cope with. Discuss reasons for your rankings.
	PROBLEM	c. Using resources, identify common emotional changes or adjustments for both mother and father during pregnancy. Discuss reasons for these changes. Discuss how physical changes in the mother's body affect how the mother and other family members might feel about the pregnancy.

CONCEPT | PROCESS SKILLS | STRATEGIES

d. Suggest ways to deal with the emotions during pregnancy, such as those listed below.

(1) Talk with support person
(2) Maintain good physical health
(3) Take part in rest and relaxation activities
(4) Join a prenatal parent education program

Discussion Questions
- *What happens when an expectant parent does not have support in dealing with emotional changes during pregnancy?*
- *Why might an expectant parent have trouble dealing with the emotional changes of pregnancy?*

e. Discuss how each of the factors listed below would influence emotional adjustments during pregnancy.

(1) Unwanted pregnancy
(2) Marriage instability
(3) Job restrictions
(4) Financial limitations
(5) Single parenthood
(6) Level of support from friends

f. Brainstorm a list of community agencies and resources for pregnant women. Invite a panel of representatives from these agencies to discuss resources and services available. Make a chart identifying the agencies and resources, when and where to go to obtain services, how much they cost, and who may use them.

3. Labor and Delivery

a. Brainstorm "old wives' tales" about labor and delivery. Discuss how these myths affect expectant parents.

b. Using resources, outline the stages of labor and delivery. Discuss what a mother should do at each stage.

c. Invite a panel of representatives from various birth preparation organizations to discuss their philosophies regarding preparation for childbirth and methods of delivery.

d. Visit a local hospital and view the labor and delivery rooms as well as the nursery and facilities for new mothers.

CONCEPT	PROCESS SKILLS	STRATEGIES
4. Impact of Parenthood	PROBLEM	a. Brainstorm adjustments that must be made in a family once a new baby arrives. Categorize the list of adjustments based on who will be affected by them--mother or other family members. *Discussion Questions* • *Which of these adjustments will be most difficult to make? Least difficult? Why?* • *What happens when the mother or other family members do not make adjustments to infants?* • *What factors make it easier or harder for families to adjust to the role of new parents?*
		b. Decide whether you agree or disagree with each of the following statements: (1) When a mother has her first child at a young age, she is likely to find the adjustment to parenthood more difficult. (2) Adjustments to parenthood are made more easily when other family members have developed an effective communication pattern with each other. (3) Parents adjust more readily when they are committed to being parents and want the baby. (4) Adjustment is easier when the mother is in good health and the baby is calm and free of problems. (5) When parents have realistic expectations about what parenthood will be like, adjusting is easier. (6) Parents who have a good self-esteem, a feeling of competence, and a feeling of support from other family members adjust more readily.
		c. Write everyday activities such as those listed below on 3x5 cards. Shuffle the cards. Draw a card from the deck and discuss whether that activity could be completed with a new baby. If not, explain why and decide what adjustments would need to be made in order to get the activity completed. (1) Doing laundry (2) Cleaning house (3) Going to church (4) Going to adult basic education classes (5) Making meals (6) Grocery shopping (7) Going to a movie (8) Visiting with friends (9) Playing basketball (10) Studying (11) Resting

CONCEPT	PROCESS SKILLS	STRATEGIES
	PR	d. Read the vignettes below and use practical reasoning to identify solutions to each problem. (1) My baby never sleeps for more than a few hours at a time. I am exhausted. (2) I don't know where the time goes. It seems like all I do is take care of the baby. I never have time for myself. (3) Since I took a leave from work to take care of my new baby, I miss talking to adults. (4) My husband and I never do anything without the baby. I can't remember the last time we went out without the baby.
5. Infant Care	🔄	a. Using **Infant Developmental Charts (p. 35-37),** determine infant behavior and ways to respond as a parent. Discuss the consequences of meeting and not meeting an infant's needs. b. **Parent-Child Interaction:** Record your interaction with your infant for one week by circling the adult responses you use that are listed on **Infant Developmental Charts (p. 35-37)**. c. Maintain a record book for your baby, recording growth patterns, health, behavior patterns, and your personal feelings about parenting. d. In small groups, use resources to research one of the four concerns listed below. List choices for each question and the consequences of each choice. Share your findings with the class. (l) Should I breast or bottle feed my baby? (2) How should I schedule feedings for my infant? (3) How should I go about introducing solid foods? (4) How should I go about weaning an infant? (5) Should I use disposable diapers, cloth diapers laundered at home, or a diaper service? e. **Parent-Child Interaction:** Watch a demonstration on feeding, bathing, and changing an infant. Practice the techniques with your own infant. f. Debate the statement: "You can spoil a baby by responding to crying." Using resources, list reasons babies cry and what answering cries means in developing trust and security.

CONCEPT	PROCESS SKILLS	STRATEGIES
		g. Using resources, define the personality types listed below and identify their traits. Identify alternative parent responses for each of the personality types. Discuss the consequences of having a baby of each personality type. (1) Aggressive (2) Placid (3) Sensitive
		h. Using resources, describe colic and discuss the consequences of having a colicky baby for parents and family members.
		i. Complete **The Juggling Act -- 101 Things To Do (p. 38)**.
6. Enhancing Development of Infants		a. Using resources, develop guidelines for selecting toys for infants. Discuss the value of a variety of toys in stimulating infant development.
		b. **Parent-Child Interaction**: Using resources, identify items parents can make that stimulate an infant's development, such as those listed below. Choose one item to make, gather materials, and complete the project. Play with your baby using the item and note the baby's reaction. Share observations with the class. (1) Stabile (2) Items to stimulate tactile senses (3) Rattle
		c. Read the case studies below and determine how the response from each parent will facilitate the development of the infant. (1) While diapering her baby, Robbie looks the baby in the eye and talks softly to her, using the baby's name and smiling. (2) Ted holds his baby while he feeds him and often rocks the baby back and forth during the feeding. (3) Bonnie places her baby on a blanket in the center of the room to play. She surrounds her with brightly colored toys. (4) When her baby cries, Shanda holds the baby and hugs her, singing softly and rocking her until the baby quiets. (5) Bill plays peek-a-boo with his eight-month old daughter.

CONCEPT	PROCESS SKILLS	STRATEGIES
		d. **Parent-Child Interaction:** Watch a demonstration on games, exercise, and massage techniques that are appropriate for infants. Practice the techniques on your child and share your child's reaction with the class.
7. Bonding		a. Using **Bonding (p. 39)**, define "bonding" and explain its importance in infant development.
		b. List questions new parents may have about building a good relationship with their baby, such as those listed below. Discuss the consequences of not knowing how to develop a relationship with an infant. (1) Will the baby love me? How do I get it to love me? (2) How can I be a good parent to my baby? (3) How do I make the baby feel secure? (4) Can too much cuddling and holding spoil my baby?
		c. Pretend you are a new baby. Brainstorm ways that your parents could communicate to you that you are loved and wanted, remembering that babies don't understand words.
	PR	d. Brainstorm some conditions that make it difficult to bond with a baby, such as those listed below. Using practical reasoning, identify ways parents could deal with these conditions. (1) Premature child (2) Illness of mother (3) Incarceration of parent (4) Alcoholic parent

DIETARY NEEDS DURING PREGNANCY

Mother and Baby Need:	How much is needed each day:	What it gives mother and baby:
Breads and Cereals: Whole grain or "enriched" bread, cereal, muffins, buns, rice, macaroni	**5-6 servings** one serving is: 3/4 c. dry cereal 1/2 c. cooked cereal 1 slice bread 1/2 c. cooked noodles, rice or macaroni 1 bun or biscuit	**B Vitamins:** Needed for healthy nerves, good appetite; helps body use other nutrients **Iron:** Needed for red blood cells, which carry oxygen through the body; prevents anemia; baby's body stores iron during pregnancy for use after birth
Milk: whole, skim powdered, buttermilk	**4-5 servings** one serving is: 1 (8 oz.) glass milk 1/2 c. cottage cheese 1 1/2 c. ice cream 1 c. yogurt 1 1/2 slices cheese	**Calcium**: Needed to build strong bones and teeth, helps nerves and muscles work well **Protein:** The building block of body, brain, and blood; needed to build a strong body and mind and keep them healthy; important for recovery after delivery **Vitamin D:** Helps the body use calcium **Vitamin A:** "Good Looks Vitamin"; needed for eyes, skin, hair, and normal body growth
Meat and other protein foods: meat, fish chicken, eggs, cheese, milk, liver	**3 or more servings** one serving is: 2-3 oz. meat 2 eggs 3/4 c. cooked beans 1/4 c. peanut butter 1/2 c. nuts	**Protein:** The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy; important for recovery after delivery **Folic acid:** B Vitamin needed to help the body use iron **Iron:** Needed for red blood cells, which carry oxygen through the body; prevents anemia; baby's body stores iron during pregnancy for use after birth **B Vitamins:** Needed for healthy nerves, good appetite; helps body use other nutrients
Fruits and vegetables: for Vitamin C: oranges, lemons, grapefruit strawberries, tomatoes, brussel sprouts, broccoli • Choose at least one Vitamin C each day • Choose at least one serving of Vitamin A each day	**4-5 servings** one serving is: 1/2 c. cooked or canned 1 c. raw 1 piece fruit	**Vitamin C:** Helps keep body healthy; needed for teeth, gums, bones, body cells, and blood vessels **Vitamin A:** "Good Looks Vitamin"; needed for eyes, skin, hair, and normal body growth
Water: alone or in the fluids	**6-8 (8 oz.) glasses**	**Body Fluids:** Helps the body use the food you eat and carry wastes out of the body

INFANT DEVELOPMENTAL CHARTS

INTELLECTUAL DEVELOPMENT

DEVELOPMENTAL GOAL	BEHAVIOR OF INFANT	ADULT INTERACTION
Communication	Turn to adult voice Respond to familiar adults' words and gestures Coo when feeling pleasure Babble when talked to Begin to pay attention to adult words	• Make eye contact with baby • Respond to infant's movements and verbal sounds with talking and singing • Imitate gestures and sounds • Use infant's name often • Provide safe, interesting objects for baby to reach for, grasp, touch, and mouth
Understanding relationships between self and objects	Reach for and play with object Hold on to object when pulled away by adult Anticipation of familiar event (bottle being warmed or eating)	• Insure baby is positioned near interesting objects and activities • Provide toys that give sight or sound variation • Provide toys that respond to baby's actions (for example: push-pop up, shake-sound) • Provide toys for biting, mouthing, gumming
Object permanence and thought	Watch closely object and/or person Follow slowly moving object with eyes Search briefly for object that has disappeared Look for partially hidden object	• Play peek-a-boo games • Partially hide toy; play "where is it?" • Provide toys that can be acted on by infant again and again (rattles) • Provide objects with various sensory characteristics: colorful rattles, balls with bells, or musical teddy bear
Controls own behavior	Cry when upset Use different sounds and movements to get other to soothe	• Provide objects with familiar faces, such as photos on a mobile

(continued)

SOCIAL-EMOTIONAL DEVELOPMENT

DEVELOPMENTAL GOAL	BEHAVIOR OF INFANT	ADULT INTERACTION
Self-body awareness	Suck thumb, finger Play with hands, feet Vocalize pleasures, demonstrate distress Repeat enjoyable activities between self and object Smile at mirror image, not yet aware it is self image	• Provide space and toys for play • Place mirrors near infant (changing table, play area) • Use infant's name frequently • Maintain eye contact whenever possible • Talk often to infant • Play turn-taking games with infant (adult makes faces, baby giggles, adult repeats action)
Awareness of others	Prefer to look at human face Know primary caretaker by sight Demonstrate social smile Play peek-a-boo Show preference for familiar adult Hold out arms to be held	• Hold, rock, carry infant at frequent intervals • Place infant near other infants during play • Use routines for social contact (talking to infant while changing diaper) • Observe and respond to likes and dislikes • Listen well for infant's pleasure sounds or signs of distress
Expression of feelings and emotions	May usually be comforted by familiar adult when distressed Show distress at loss of contact with familiar adult Coo or babble as response to pleasant experiences Laugh out loud	• Consistently support reasonable pace and routine to reinforce safe, secure, trusting feeling • Avoid loud sounds and too rapid movements (unless safety is an issue) • Encourage infant's attempts to practice things over and over again
Dependence or independence	Reach for familiar people Demand personal attention from primary care giver	• Respond to infant's desire to be with or near others • Respond to infant's need to be comforted • Encourage play with action or response toys (rattle, mobiles)
Play behaviors	Reach for toys or objects Actively touch, mouth, and shake toys Repeat actions with familiar toys Vary actions depending on toy Repeat interesting sounds (playing with sounds)	• Provide space for safe, sanitary floor play • Provide a variety of colorful play objects • Position infant to allow infant to engage in numerous play activities • Imitate infant's sounds • Provide toys or objects for reaching (suspended slightly above or in front of infant)

(continued)

PHYSICAL DEVELOPMENT

DEVELOPMENTAL GOAL	**BEHAVIOR OF INFANT**	**ADULT INTERACTION**
Body control	Turn head side to side Support head independently Pull to sit up with support Sit supported in high chair Sit without support on floor	• Choose toys that provide small and large muscle activity (dump-and-fill toys) • Provide many opportunities for baby to move, whether in crib with crib toys, in infant seat, in open and free rug area, or sitting on care giver's lap facing other babies with freedom for arms and legs to move • Watch baby's use of own body for cues that baby is ready to sit with or without support • Keep play area safe and clean by checking for small objects and broken toys • Place toys within easy reach of the child: rattles of all kinds easy-rolling toys toys that make sounds bright colored toys that roll toys with bells (safely secured within toy) • Avoid propping bottles and feeding baby in crib • Provide toys or materials that are easy to hold and manipulate • Serve foods easily held by fingers
Eye-hand Coordination	Follow moving object with eyes Swipe at object Reach for objects Transfer objects from hand to hand Grasp object Bang two objects together Drop objects, not voluntarily Pick up small objects Hold one cube and take another Strike or bang toy repeatedly	
Self-Help	Hold bottle Pick up spoon Lift cup with handle May begin to finger feed self	

Source: *The Ohio Early Childhood Curriculum Guide*. Columbus, Ohio: The Ohio Department of Education, 1991.

THE JUGGLING ACT — 101 THINGS TO DO

Directions: On the time sheet below, schedule a day's activities. Beside each entry, indicate whether the activity is to be done with or without the baby. Also note the alternative plans you might make beforehand in order to do something with a baby you might have done without a baby previously. (Example: Playing cards — with baby —take a portable crib for infant.)

TIME	ACTIVITY	WHERE IS THE BABY ?	ALTERNATIVE PLAN and/or PREPARATION NECESSARY
6:00 AM			
7:00 AM			
8:00 AM			
9:00 AM			
10:00 AM			
11:00 AM			
12:00 NOON			
1:00 PM			
2:00 PM			
3:00 PM			
4:00 PM			
5:00 PM			
6:00 PM			
7:00 PM			
8:00 PM			
9:00 PM			
10:00 PM			
11:00 PM			

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Curriculum Technology Resource Center, 1990).

BONDING

Bonding: Bonding is the process by which parents and child form a close emotional attachment. Through bonding the child learns to trust his world and develops a sense of belonging and security. Bonding begins shortly after birth when the mother and father begin to cuddle, stroke, love, and care for the child's needs. It continues throughout the first year of the baby's life as the baby is lovingly cared for and held.

First Hour After Birth: Some believe that it is critical for bonding to begin during this period. Certainly parents who begin to hold and cuddle their babies shortly after birth can develop a strong attachment right away. However, parents who are prevented from having this skin-to-skin contact with their babies because of illness, a premature birth, or adoption can still bond with their babies. New babies' brains probably are not developed well enough for them to be aware of what happens to them right after birth. It is the loving bodily contact and care over the first several months that establishes a lasting bond. It is almost impossible to give too much holding and bodily loving during the early months of a baby's life.

Benefits of Bonding Between Parent and Child:

Infants

- better physical development
- fewer illnesses
- increased chances of survival
- less crying
- happier infant
- better language development
- possibly higher I.Q.
- develops a sense of trust and security

Parents

- more self-confident as parent
- faster recovery from delivery
- more cases of breast feeding
- less "depression" after delivery
- less incidence of child abuse
- meeting child's needs and providing future guidance easier when bond is established

Ways to Achieve Bonding:

1. Providing soft, firm pressure especially on front body surfaces
2. Holding close, stroking, message, gentleness
3. Swaddling (warmth and closeness)
4. Cuddling, kissing, touching, lots of eye-to-eye and skin-to-skin contact between parent and baby
5. Talking/singing to the baby
6. Rocking
7. Letting baby hear heartbeat/voice of parent
8. Holding baby at perfect distance during feeding for eye-to-eye contact in baby's range of vision

Source: West Virginia Department of Education, *Parent Education Curriculum.* (Ripley, WV: West Virginia Curriculum Technology Resource Center, 1990).

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Enhancing Self-esteem

5.13

Outcomes:
- Identify the relationship between self-esteem and the way in which one was parented
- Explain the effect of a parent's self-esteem on being able to build a child's self-esteem
- Explain how positive self-esteem influences the development of a child
- Develop a plan, as a parent, to build a child's self-esteem

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Experiences That Shape Parent's Self-esteem		a. Complete **I Am Me (p. 46)**.
		b. From a list of words, circle ten that describe who you are. Select which of the characteristics are most like you and least like you. Using these words, write three or four sentences describing how you would introduce yourself to someone who had never met you. Discuss which of these characteristics are important to you in your role as a parent.
		c. Complete **Checking Up on Your Self-esteem (p. 47)**. *Discussion Questions* • *Would you describe your own self-esteem as mostly positive or mostly negative?* • *Has your self-esteem fluctuated during your life? Why or why not?* • *Which factors affect your self-esteem the most? Least?*
		d. Using resources, define self-esteem and identify the effect of positive and negative self-esteem on parents and children.
		e. Review **Chain of Maturation (p. 48)**.

CONCEPT	PROCESS SKILLS	STRATEGIES
		Discussion Questions • *How do your feelings about yourself influence your own development as a person? Your ability to parent?* • *Can parents give their children something that they have not developed in themselves?*
		f. Meeting in small groups, share a situation in which someone important to you had a negative effect on you. Describe what you felt during the experience and how it affected you.
		g. Working in small groups, list things that make you feel good about yourself. Share responses with the class. *Discussion Questions* • *What happens when you feel good about yourself?* • *What happens when you do not feel good about yourself?* • *Do you have control over your own self-esteem? How?*
		h. Using resources, identify ways to build your self-esteem. Discuss the importance of taking responsibility for your own self-esteem as it relates to your role as a parent.
		i. Set a goal to do something that will improve your own self-esteem. Record your progress toward that goal over a week's time. Discuss your progress with the class and explain the effect of your actions on your behavior as a parent.
2. Effect of Parent's Self-esteem on Child's Self-esteem		a. Working in small groups, list and discuss examples of situations from your own childhood in which your parents' actions affected your self-esteem in a positive way. Then list and discuss examples of situations in which your parents' actions affected your self-esteem in a negative way. *Discussion Questions* • *Which kinds of messages do you remember hearing most as a child -- positive or negative?* • *What words or actions did your parents use to convey messages about your worth as a person?* • *How did your parents' actions affect your self-esteem?* • *Who else besides parents affect self-esteem?*
		b. Make a chart listing things you do (specific actions and words) that encourage positive self-esteem on one side and things you do that encourage your child's negative self-esteem on the other side. Identify which behaviors are ones that your parents exhibited when you were a child. Discuss how your own behavior is similar to or different from the behavior of your own parents.

CONCEPT | PROCESS SKILLS | STRATEGIES

Discussion Questions
- *How does it feel to be a child in your home?*
- *Are there things about your behavior to your children that you would like to change?*
- *How could you go about making such changes?*

c. React to the statement, "Most children learn about themselves in the mirroring eyes of their parents."

d. Observe your behavior with each of your children over a few days time. Identify the expectations you have for each child. Analyze each expectation using the following questions:

(1) Why do I have this expectation?
(2) Where did it come from?
(3) What's in it for me?
(4) What purpose does it serve?
(5) Is it a realistic expectation for the child?
(6) How does my expectation influence the child's self-esteem?
(7) What patterns have developed in the interaction I have with my children?

e. Brainstorm a list of ways parents can affect their child's self-esteem in a negative way, such as those ways listed below. Discuss alternatives to these situations.

(1) Focusing on mistakes
(2) Perfectionism
(3) Negative expectations
(4) Insults
(5) Personal criticism
(6) Overprotection

f. Determine the effect each of the statements below would have on a child's self-esteem. If you determine the statement would have a negative effect, discuss how it could be changed to have a more-positive effect.

(1) If it weren't for your crying, I could get some sleep.
(2) That's a good job for someone who has trouble following directions.
(3) You messed up again! You are never going to be able to hit a baseball.
(4) Don't hit your sister. You could hurt her. Try telling her what you are angry about instead.

CONCEPT | PROCESS SKILLS | STRATEGIES

(5) I'm really glad to see you this morning.
(6) Be a good girl!
(7) You did very well getting your homework finished this evening.
(8) Try being more like your big brother for a change.
(9) Don't blame me if you can't work that problem. I have explained it to you fifty times!
(10) That was a stupid thing to do!

3. Strategies for Building Child's Self-esteem

PROBLEM

a. In small groups, list all the things happening in your children's lives right now that are affecting their self-esteem. Circle those things that you, the parent, can control. Discuss those things parents can do that influence a child's self-esteem.

b. Using resources, identify ways to encourage positive self-esteem in children, such as the ways listed below.

(1) Help children to set reasonable goals and to evaluate these goals realistically.
(2) Encourage children to praise themselves.
(3) Praise yourself to model behavior for children.
(4) Teach children to praise others.
(5) Show confidence in children's ability.
(6) Accept children as they are.
(7) Stimulate their independence.

Discussion Questions
- *Which of these methods would be easiest for you to use as a parent? Most difficult to use? Why?*
- *Which of these methods are most important?*

c. Read each of the case studies below and describe the effect each parent has on the self-esteem of the child.

(1) Marty focuses on her four-month-old son Pete when she is bathing him, rather than on the task of getting him clean. She talks to him in a playful, soft tone. She drips water on his arms and stomach. She laughs at his reaction to the water, and when he gurgles at her, she responds.

(2) Melinda rarely holds Jenna when she feeds her, preferring to prop the bottle up with a blanket while Jenna eats. Melinda usually watches television or talks on the telephone during Jenna's feeding time. If Jenna coos or makes a sound, Melinda may look in her direction, but basically ignores her.

Discussion Questions

- *What is likely to happen if the parent behavior in each situation continues?*
- *What could Melinda do during feeding time to influence her baby's self-esteem in a more-positive way?*
- *What might make it difficult for parents to enhance the self-esteem of their infant children?*

d. Working in small groups, use **Affirmations (p. 49-51)** to select those words you would most like to hear spoken to you. Then select those affirmations that you believe your children would most like to hear. Discuss situations in which you could give your children affirmations to promote positive self-esteem.

e. Draw a picture of your family. Beneath each person you have drawn, list things you admire, respect, or are proud of about each person. Working in small groups, share your pictures and discuss ways to express your feelings to your family members.

f. Using **Praise and Encouragement (p. 52)**, distinguish between praise and encouragement. Brainstorm words of encouragement you could use with your children. Put on 3x5 cards and display at home. Role-play situations in which you could use each example.

g. In groups of two, practice words of encouragement by completing the sentence, "One thing I like about you is . . ." Be direct, specific, and sincere, and thank others for encouragement they give you. Discuss how you could use what you have learned with your own children.

h. **Parent-Child Interaction:** Develop a daily schedule of your family's activities and opportunities for interaction. Draw a circle around those times of the day when you have the greatest opportunity to respond with affirmations and encouragement. Use these opportunities during one day with your family and record the number of positive responses you provide to family members. Share your success with the class.

i. Role-play parent responses to children in each of the situations below. Discuss the effect each response will have on the child's self-esteem. Identify the skills necessary to respond positively to children.

(1) I hate school. My teacher thinks I'm stupid!
(2) Why won't you let me go with my friends? You treat me like a baby.
(3) I struck out! I lost the game for the whole team.
(4) I want to quit school and get a job.
(5) I can't do anything right.

CONCEPT	PROCESS SKILLS	STRATEGIES
4. Promoting Self-motivation		a. Using resources, identify the characteristics of a self-motivated person, such as those listed below. Recall situations when you felt motivated or unmotivated. Discuss feelings you had in each situation. (l) Willingness to take risks and try new things (2) Feeling of competence (3) Strong sense of self and purpose *Discussion Questions* • *What is the relationship between self-esteem and self-motivation?* • *Why should parents be concerned about their child's self-motivation?*
		b. Using resources, identify conditions, such as those listed below, that parents can provide to help children become self-motivated. Working in small groups, brainstorm ways to provide each of the conditions. (1) Loving and trusting environment (2) Opportunities for children to mimic and identify with others who might serve as models (3) Recognizing and encouraging a sense of competence
		c. Draw a T-shirt on a large sheet of paper. Write a message on the T-shirt that describes a message you should give your children about their self-worth.

I AM ME

Directions: Read the poem below and underline the four most important statements to YOU in the poem. For each of the four, give one specific example of how you live that idea. The poem talks about discarding that which is unfitting. Make a list of some of the things you are about ready to discard.

MY DECLARATION OF SELF-ESTEEM

by
Virginia Satir

IN ALL THE WORLD THERE IS NO ONE ELSE EXACTLY LIKE ME
EVERYTHING THAT COMES OUT OF ME IS AUTHENTICALLY MINE
BECAUSE I ALONE CHOSE IT – I OWN EVERYTHING ABOUT ME
MY BODY, MY FEELINGS, MY MOUTH, MY VOICE, ALL MY ACTIONS.
WHETHER THEY BE TO OTHERS OR TO MYSELF – I OWN MY FANTASIES,
MY DREAMS, MY HOPES, MY FEARS – I OWN ALL MY TRIUMPHS AND
SUCCESSES, ALL MY FAILURES AND MISTAKES – BECAUSE I OWN ALL OF
ME. I CAN BECOME INTIMATELY ACQUAINTED WITH ME – BY SO DOING
I CAN LOVE ME AND BE FRIENDLY WITH ME IN ALL MY PARTS – I KNOW
THERE ARE ASPECTS ABOUT MYSELF THAT PUZZLE ME, AND OTHER
ASPECTS THAT I DO NOT KNOW – BUT AS LONG AS I AM
FRIENDLY AND LOVING TO MYSELF, I CAN COURAGEOUSLY
AND HOPEFULLY LOOK FOR SOLUTIONS TO THE PUZZLES
AND FOR WAYS TO FIND OUT MORE ABOUT ME – HOWEVER I
LOOK AND SOUND WHATEVER I SAY AND DO, AND WHATEVER
I THINK AND FEEL AT A GIVEN MOMENT IN TIME IS AUTHENTICALLY
ME – IF LATER SOME PARTS OF HOW I LOOKED, SOUNDED, THOUGHT
AND FELT TURN OUT TO BE UNFITTING, I CAN DISCARD THAT WHICH IS
UNFITTING, KEEP THE REST, AND INVENT SOMETHING NEW FOR THAT
WHICH I DISCARDED – I CAN SEE, HEAR, FEEL, THINK, SAY, AND DO
I HAVE THE TOOLS TO SURVIVE, TO BE CLOSE TO OTHERS, TO BE PRODUCTIVE,
AND TO MAKE SENSE AND ORDER OUT OF THE WORLD OF
PEOPLE AND THINGS OUTSIDE OF ME – I OWN ME, AND THEREFORE
I CAN ENGINEER ME - I AM ME AND
I AM OKAY

Source: B. Oehlberg, *Family Communication Skills for Postive Teen Choices*. (Columbus, Ohio: The Ohio Department of Education).

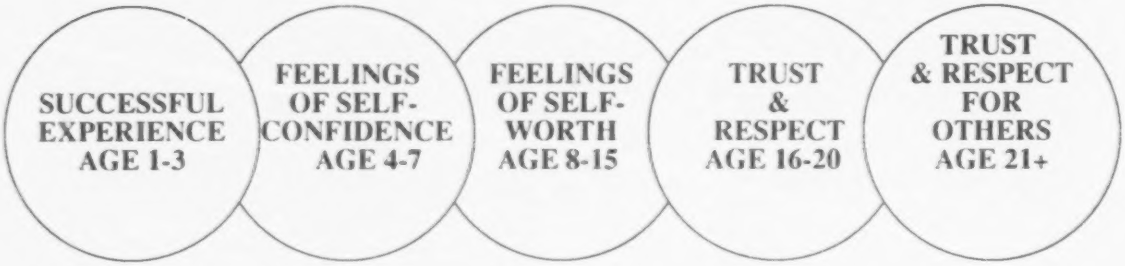
CHECKING UP ON YOUR SELF-ESTEEM

Directions: Read the statements below and check those that apply to you. Compute a total score by adding up your check marks.

______ I enjoy life most of the time
______ I usually make good decisions
______ I make some time for myself each day
______ I constantly think of the positive aspects of life and the future
______ I often say "I can"
______ I am an active member of an organization or group
______ I enjoy change
______ I seldom put off what needs to be done
______ I am willing to take risks
______ I rarely blame others for my feelings
______ I look for the best in others
______ I enjoy being alone with myself
______ I like myself most of the time
______ I am becoming more assertive about doing what I think is right
______ I have choices for myself in the future
______ I usually try to stay healthy
______ I express my opinions about issues that are important to me
______ I usually feel in control of my life
______ I share my talents and abilities with others
______ I feel I cannot cope with things
______ I have done something nice for someone else today

19 - 21 = You are positive plus and you can cope with anything!
14 - 18 = You are positive most of the time and can handle life well.
10 - 13 = You are sometimes positive and may want to try to maximize the positive.
6 - 9 = Once in a while you are positive, but you may want to try to minimize the negative.
0 - 5 = You are seldom positive and may be "happier being unhappy." Think about it.

CHAIN OF MATURATION


SUCCESSFUL EXPERIENCE AGE 1-3
FEELINGS OF SELF-CONFIDENCE AGE 4-7
FEELINGS OF SELF-WORTH AGE 8-15
TRUST & RESPECT AGE 16-20
TRUST & RESPECT FOR OTHERS AGE 21+

First Link: SUCCESSFUL EXPERIENCE
Very young children intuitively sense when they have met expectations and demonstrate their pleasure openly. ***We can have direct impact on this stage; remind the person of a good decision or create a need for person's special skills and ask him or her to share/do.***

Second Link: FEELINGS OF SELF-CONFIDENCE IN SPECIFIC SKILLS
Enough successes permit child to connect to second link, generating feelings of self-confidence about specific skills/strengths. One child may know he can throw a ball straight and far, but his sister can put puzzles together better than he. Children can handle this awareness if the parents can.

Third Link: FEELINGS OF SELF-WORTH
Enough areas of self-confidence permit child to connect to third link: Knowledge that one is valued and valuable, loved and lovable. It comes from knowing that I am loved because I am ME, not because of what I do. Circumstances beyond the control of the child or young adult can greatly affect this process. It is possible for a child/young adult to have this maturation process blocked or "crystallized" at link 3 or 4.

Fourth Link: TRUST AND RESPECT
The foundation for self-worth permits the young adult to reach the fifth link, which permits acceptance and ownership of all one's feelings without guilt/shame. Trust in one's ability to deduce productive alternatives is another part of this linkage. Together, these skills allow young adults to trust that they can be tempted and still choose healthy, positive behaviors. They have this trust not because they fear being caught but because they are worthy and deserving of it.

Fifth Link: TRUST AND RESPECT FOR OTHERS
This link automatically follows trust of self.

Source: B. Oehlberg, *Family Communication Skills for Positive Teen Choices*. (Columbus, Ohio: The Ohio Department of Education).

AFFIRMATIONS

color these ovals red

Being
I'm glad you are alive.
Birth - 6 mos.

Being
You belong here.
Birth - 6 mos.

Being
What you need is important to me.
Birth - 6 mos.

Being
I'm glad you are you.
Birth - 6 mos.

Being
You can grow at your own pace.
Birth - 6 mos.

Being
You can feel all of your feelings.
Birth - 6 mos.

Being
I love you, and I care for you willingly.
Birth - 6 mos.

color these ovals orange

Doing
You can explore and experiment, and I will support and protect you.
6-18 mos.

Doing
You can use all of your senses when you explore.
6-18 mos.

Doing
You can do things as many times as you need to.
6-18 mos.

Doing
You can know what you know.
6-18 mos.

Doing
You can be interested in everything.
6-18 mos.

Doing
I like to watch you initiate and grow and learn.
6-18 mos.

Doing
I love you when you are active and when you are quiet.
6-18 mos.

color these ovals yellow

Thinking
I'm glad you are starting to think for yourself.
18mos.-3yrs

Thinking
It's OK for you to be angry, and I won't let you hurt yourself or others.
18mos.-3yrs

Thinking
You can say "no" and push and test limits as much as you need to.
18mos.-3yrs

Thinking
You can learn to think for yourself, and I will think for myself.
18mos.-3yrs

Thinking
You can think and feel at the same time.
18mos.-3yrs

Thinking
You can know what you need and ask for help.
18mos.-3yrs

Thinking
You can become separate from me, and I will continue to love you.
18mos.-3yrs

(continued)

color these ovals green

Identity and Power
You can
explore who
you are and find
out who other
people are.
3-6 yrs

Identity and Power
You can
be powerful
and ask for
help at the same
time.
3-6 yrs

Identity and Power
You can try
out different
roles and ways
of being
powerful.
3-6 yrs

dentity and Power
You can find
out the results of
your behavior.
3-6 yrs

Identity and Power
All of your
feelings are OK
with me.
3-6 yrs

Identity and Power
You can
learn what is
pretend and
what is real.
3-6 yrs

Identity and Power
I love
who you
are.
3-6 yrs

color these ovals light blue

Structure
You can
think before you
say yes or no and
learn from your
mistakes.
6-12yrs.

Structure
You can
trust your
intuition to help
you decide what
to do.
6-12yrs.

Structure
You can find
a way of doing
things that works
for you.
6-12yrs.

Structure
You can
learn the rules
that help you live
with others.
6-12yrs.

Structure
You can
learn when and
how to
disagree.
6-12yrs.

Structure
You can think
for yourself and
get help instead
of staying in
distress.
6-12yrs.

Structure
I love you
even when we
differ; I love
growing with
you.
6-12yrs.

color these ovals dark blue

Identity, Sexuality,
Separation
You can
know who you
are and learn and
practice skills for
independence.
13-19 yrs.

Identity, Sexuality,
Separation
You can learn
the difference
between sex and
nurturing and be
responsible for
your needs and
behavior.
13-19 yrs.

Identity, Sexuality,
Separation
You can
develop your
own interests,
relationships and
causes.
13-19 yrs.

Identity, Sexuality,
Separation
You can
learn to use
old skills in
new ways.
13-19 yrs.

Identity, Sexuality,
Separation
You can grow
in your maleness
or femaleness and
still be dependent
at times.
13-19 yrs.

Identity, Sexuality,
Separation
I look
forward
to knowing you
as an adult.
13-19 yrs.

Identity, Sexuality,
Separation
My love
is always with
you. I trust you
to ask for my
support.
13-19 yrs.

(continued)

color these ovals lilac or purple

Interdependence
You can be creative, competent, productive and joyful.
Adult

Interdependence
You can trust you inner wisdom.
Adult

Interdependence
You can say your hellos and goodbyes to people, roles, dreams and decisions.
Adult

Interdependence
You can finish each part of your journey and look forward to the next.
Adult

Interdependence
Your love matures and expands.
Adult

Interdependence
You are lovable at every age.
Adult

Interdependence
Your needs are important.
Adult

Interdependence
You can be uniquely yourself and honor the uniqueness of others.
Adult

Interdependence
You can be independent and inter-dependent.
Adult

Interdependence
Through tthe years you can expand your commitments to your own growth, to your family, your friends, your community and humankind.
Adult

Interdependence
You can build and examine your commitments to your values and causes, your roles and your tasks.
Adult

Interdependence
You can be responsible for your contributions to each of your commitments
Adult

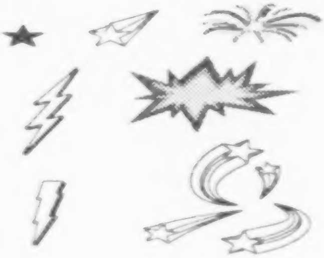
Source: Jean Clarke, Self-esteem Center, 16535 9th Ave. N., Minneapolis, MN 55447. Reprinted with permission.

PRAISE AND ENCOURAGEMENT

Most of us have grown up believing that it is important to praise a child. Giving a child praise is a positive way to communicate, but praise focuses the attention on a child's personal worth. If the child's effort fails to bring the expected praise, he or she may assume either that he isn't good enough or that what he has to offer isn't worth the effort. The child may conclude that giving up is the only solution.

Encouragement, on the other hand, enables the child to develop courage and responsibility. When you encourage, you

1. Place value on the child as he is.
2. Show faith in the child and his ability.
3. Give recognition for effort.
4. Assist in learning new skills.
5. Recognize the child's strengths and assets.



Examples of statements of encouragement include

I can see you are trying really hard.
No matter what happens, I'll still love you.
You learned to do that all by yourself.

Write a statement of encouragement for each situation below.

1. Your child helps with the household chores.

2. Your child brings home a good report card.

3. Your child hands you a drawing he or she did, and you have no idea what it is.

4. Your child is disappointed he or she cannot do something a sibling can do.

5. Your child tries but cannot yet ride a bike.

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Extending Love and Caring

Outcomes:
- Explain the meaning of caring and its importance to the parent-child relationship
- Identify the characteristics necessary to promote healthy and truly nurturing care
- Evaluate alternative ways to express caring
- Explain the concept of unconditional love and its importance to the parent-child relationship

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Definition of Caring 53	💡	a. On an index card write about a situation that showed you that someone cared about you or that you cared for others. Collect the cards, shuffle them, and read the situations aloud. Discuss the characteristics of caring behavior in each situation. *Discussion Questions* • *How did your parents demonstrate they cared about you?* • *How do you feel when someone cares for you?* • *How do you feel when you care for someone?* • *What skills do you need to be caring to others?*
	PROBLEM	b. Make a collage of pictures that shows how you feel when someone cares about you, and a second collage of pictures of how you feel when you care for someone else. Share your collages with the class. *Discussion Questions* • *What are the advantages of being cared for? The disadvantages?* • *When is it important to show caring to another person?* • *Are there situations when it is difficult to show another person that you care? Why?*

CONCEPT | PROCESS SKILLS | STRATEGIES

c. Read a children's book such as *I'll Love You Forever* by Robert Munsch that illustrates caring and unconditional love. Discuss the meaning of each of these terms in relation to the story. Give examples of both caring and unconditional love from personal experience. Discuss how each of these is important to family members.

d. Read the statements below and decide which are examples of caring. Justify your decisions. Then rewrite the uncaring statements to reflect a caring attitude.

(1) I'd be glad to help you with that.
(2) It's your life. Do what you want.
(3) Who cares if you don't show up for school today?
(4) I get really hurt when you talk back to me.
(5) Watch out! That could be dangerous.
(6) I am not ready to do that yet.
(7) If you really loved me, you would follow the rules I have established.
(8) Eat your vegetables.
(9) I don't care what you think.
(10) You can't do anything. You're worthless.

e. Working in small groups, write the consequences of giving care to others on a large piece of newsprint. On a second sheet of newsprint, write the consequences of receiving care from others. Post these sheets in the classroom. Bring in pictures of situations in which people care for others, such as in a family, at church, with friends, or in a community.

Discussion Questions
- *What are the benefits of caring?*
- *What are the risks?*
- *Are the benefits of caring worth the risks?*
- *Where can you go to find people who care for you?*

f. Divide a sheet of paper in half. On one side list ways you feel cared for, and on the other side, list ways you show that you care about others. Share your lists with others in the group. Discuss appropriate ways of showing others that you care.

g. Identify people you care for and discuss how you show you care for them.

CONCEPT | PROCESS SKILLS | STRATEGIES

Discussion Questions
- *Does everyone need to be cared for?*
- *Could life exist without caring?*
- *When is it difficult to show caring to others?*

h. Write a story about an event in your life that taught you that you were cared for. Share stories with the class.

2. Characteristics of Care Givers

a. Cut out a house shape from construction paper and draw a heart in the middle. Write the names of those who have cared for you. Draw a line from each person's name to the heart if they represent a good care giver. On the back, list the initials of people who were cruel to you. Discuss the qualities of the good care givers and the qualities of those who were cruel.

Discussion Questions
- *What are the consequences of good care giving?*
- *How did you feel when you were well cared for?*
- *What are the consequences when care giving is absent?*
- *How did you feel when you were not cared for?*
- *Why are people cruel to children?*

b. List people who served as your care givers. Discuss the characteristics of these care givers and why they were able to demonstrate caring successfully.

Discussion Questions
- *Which ones left a positive impact? A negative impact? Why?*
- *What characteristics did these care givers have in common?*
- *What characteristics did these care givers have that you possess?*

c. Brainstorm good characteristics of care givers, such as those listed below. Discuss how one could develop or improve upon these characteristics.

(l) Healthy psychology
(2) Knowledge base to meet needs
(3) Awareness of desired results for children
(4) Supporting and modeling development
(5) Care about children as people

CONCEPT | PROCESS SKILLS | STRATEGIES

(6) Kind, patient
(7) Good coping skills
(8) Able to accept closeness from children
(9) Feel comfortable about meeting physical needs
(10) Enjoy the physical, mental, and social worlds of children

3. Developing the Capacity for Care Giving

a. Read the case study below and identify ways in which the parent is reflecting uncaring behavior toward her children. Explain the influences on this parent's capacity to care for her children. Discuss ways that this parent could develop a healthy capacity for care giving.

Ellen is a 20-year-old single parent. When she comes home from work each night, she drinks until she passes out. Her five-year-old daughter usually puts her three-year-old brother to bed.

Discussion Questions
- *What are some possible reasons why Ellen might be drinking?*
- *What do you suppose Ellen's childhood was like?*
- *How might Ellen's childhood experiences be affecting her today?*
- *What will be the consequences of Ellen's behavior for Ellen? Her children?*

b. Using resources, identify barriers to caring, such as those listed below.

(1) Self-indulgence: What you want is more important than anyone else.
(2) Self-protection: Lie, cover up, blame others because you are afraid to be caught.
(3) Self-righteousness: Want rules to apply to others but not to self.

Discussion Questions
- *Have you experienced any of these barriers?*
- *What might a parent do to overcome these barriers?*

c. Using resources, identify tools of personal growth, such as those listed below, that parents can use to nurture themselves and in turn, the healthy development of their child.

CONCEPT

PROCESS SKILLS

STRATEGIES

(1) Therapy
(2) Visualization
(3) Other techniques of recovery

d. Plan steps, such as those listed below, to prepare yourself for caring for others.

(1) Care about yourself
(2) Accept yourself
(3) Accept your limits

Discussion Questions
- *Which of these steps is most important?*
- *Which of these steps is easiest to do? Most difficult?*

e. Keep a journal of caring and noncaring actions in your family. Record your feelings surrounding each caring or noncaring event. Evaluate how often you behave in caring ways and how often others in your family are caring to you.

f. **Parent-Child Interaction:** Develop statements, such as those listed below, that parents can make that reflect unconditional love for children. Create a poster highlighting these statements and display it at home.

(1) "I love you because you are you."
(2) "I'm glad to know you."
(3) "You deserve lots of love."
(4) "I love who you are."
(5) "I love you."

g. Working in small groups, write sample love notes to your children. Share with the class. Discuss whether or not it is difficult to express these things to your children.

h. **Parent-Child Interaction:** Write five examples of interactions you had with your child last week. Underline signs of caring you have seen.

CONCEPT | PROCESS SKILLS | STRATEGIES

i. Label five large sheets of paper with one of the categories below. Divide into five groups and list ways you could show that you care with that particular age group. Trade sheets of paper with another group. Read its list and add other ways to show you care. Continue trading with other groups until you have had a chance to add to all the categories. Select your original paper and add pictures or drawings of caring behavior. Create a display of all these papers entitled, "Dare to Care!"

(1) Infants
(2) Toddlers
(3) Preschoolers
(4) School-aged
(5) Teenaged

j. Read **Nurture and Care Chart (p. 59-60)** and determine which types of parent behaviors are positive ways to show caring and which are negative ways to show caring. Discuss why parents might respond in each of the various ways.

k. Working in small groups, select one of the situations below and role-play a response that illustrates caring behavior.

(1) You are watching your favorite television program. All at once, your three-year-old child begins crying upstairs. He cannot find one of his toys.
(2) Your 16-year-old comes home late after being at a party with friends. He smells like he has been drinking.
(3) You arrive home from work to find your 12-year-old talking on the telephone. Her job was to clean up the kitchen after school. The kitchen is a mess.
(4) You just saw your 7-year-old hit your 4-year-old over the head with a toy gun.
(5) You notice your 13-year-old daughter shoplifting some makeup.

Discussion Questions
- *Why was your response a caring response?*
- *How would the others in each situation feel about your response?*
- *What skills did you use to respond in a caring way?*

l. Using practical reasoning, complete **Resolving Conflicts with Care (p. 61)**.

NURTURE AND CARE CHART

Ways Children Get Love and Attention
Joy, hope, self-confidence, and self-esteem grow from care and support. Despair, joylessness, and loneliness flow from abuse, conditional care, indulgence, and neglect.

Abuse	**Conditional Care**	**Assertive Care**	**Supportive Care**	**Indulgence**	**Neglect**
Characteristics:					
Relating to a child by assault or by physical or psychological invasion. Negates the child's needs.	Connecting with the child by the use of threats and conditions. Care based on the parent's needs and expectations, not on the child's needs.	Comforting and loving. Freely given, helpful to the child, responsive to the child's needs, and appropriate to the circumstances.	Offers help, comfort, and love. Encourages the child to think and to do what she is capable of doing for herself.	Sticky, patronizing kind of love. It promotes continuing dependence on the parents and teaches the child not to think for himself and not to be responsible for self or to others.	Passive abuse. Lack of attention emotionally or physically, by parents who are unavailable or who ignore the needs of the child. These parents may be "there, but not there."
Example: ***School-age child has a badly scraped arm***					
Parent does not care for wounds. Says, "Stop sniffling or I'll give you something to cry about." Parent yells at or shakes the child.	Parent says: "Stop crying or I won't bandage your arm."	Parent gives loving care and a hug. Cleans and dresses the wound. Says, "Your arm is scraped! I'm sorry."	(Parent has already taught child how to clean a scrape.) Says in a concerned and loving tone, "I see you've scraped your arm. Does it hurt? Do you want to take care of it or would you like some help?" Offers hug.	Parent rushes to child. Says, "Oh look at your arm, you poor thing. That really stings! I'll bandage it. Go and lie down in front of the television and I'll do your chores for you."	Parent ignores the scrape. Says "Don't bother me."
Children May Hear the Following Underlying Messages:					
You don't count. Your needs don't count. You are not lovable. You don't deserve to exist. To get what you need you must expect pain.	I matter and you don't. Your needs and feelings don't count. You can have care as long as you earn it. Don't believe you are lovable; you have to earn love.	I love you and you are lovable. You are important. Your needs are important. I care for you willingly.	I love you, you are lovable, you are capable. I am willing to care for you. Ask for what you need. Your welfare is important to me. I am separate from you. I trust you to make good judgments.	Don't grow up. Don't be who you are (capable). My needs are more important than yours (or) your needs are more important than mine. We can't both get our needs met at the same time.	You are not important. Your needs are not important. You do not deserve to exist. Expect to suffer to get what you need. Be confused about reality.

(continued)

NURTURE AND CARE CHART

	Abuse	Conditional Care	Assertive Care	Supportive Care	Indulgence	Neglect
Common Responses of Children:	Pain in the heart, as well as pain in the scraped arm. Fear, terror, rage, withdrawal, loneliness, despair, shame.	Pain in the heart, as well as pain in the scraped arm. Fear, terror, anger, mistrust of own perceptions, shame, feeling of inadequacy.	Pain in the arm and warmth in the heart. Feels comforted, accepted, important, satisfied, relieved, secure, safe, loved.	Pain in the arm and a heart filled with confidence. Child feels cared for, comforted, challenged, secure, and trustworthy.	Pain in the arm and uncertainty in the heart. Self-centered satisfaction, temporary comfort. Later on: helplessness, confusion, obligation, resentment, defensiveness, and shame.	Pain in the heart, as well as pain in the scraped arm. Feelings of abandonment, fear, shame, rage, hopelessness, helplessness, abjective disappointment
Decisions Often Made by Children:	I am not powerful. I deserve to die, or the reverse, I will live in spite of them. It's my fault, or the reverse, I'll blame everything on others. I'll be good, or the reverse, I'll be bad. Big people get to abuse, or I can abuse those smaller than me, or I will never abuse. I won't feel or have needs. Love does not exist. I am alone; I keep emotional distance from, and don't trust, others. I blame or strike or leave first.	I am what I do. I must strive to please. Big people get what they want. I can never do enough. I must be perfect. I don't deserve love. There is a scarcity of love. I must be strong. Love obligates me and is costly. I don't trust. I do keep emotional distance, run away, or blame others.	I am important. I deserve care. It's okay to ask for what I need. I belong here. I am loved. Others can be trusted and relied upon. I can know what I need. It's okay to be dependent at times.	I am loved. I can know what I need. I am capable. I can be powerful. I am not alone. It's okay to ask for help. I am both separate and connected. I can decide when to be dependent and when to be independent.	I am not capable. I don't have to be competent. I don't have to know what I need, think, or feel. Other people are obligated to take care of me. I don't have to grow up. I must be loyal to my indulging parent. To get my needs met, I manipulate or play a victim role. It's okay to be self-centered. Later on: be wary and don't trust.	I don't really know who I am or what's right. I am not important or powerful. I am not lovable. I die or survive alone. It isn't possible or safe to get close, to trust, or to ask for help. I do not deserve help. What I do doesn't count if someone has to help me. Life is hard.

Source: J. Clarke and C. Dawson. *Growing Up Again*. (New York: Harper and Row, 1989).

RESOLVING CONFLICTS WITH CARE

Directions: In small groups, select one of the situations below and decide which choice best illustrates caring behavior. Role-play the solution for your class.

1. Your 18-month-old child continues to play with the controls of the television set.

______ Scream at the child and smack his hand
______ Put the television set in a place where the child cannot reach it
______ Distract the child away from the television and offer other safe objects to play with
______ Let the child play with the television and readjust the controls when you get a chance

2. You find your three-year-old playing with a cigarette lighter.

______ Spank the child
______ Take the lighter away and explain that it is dangerous
______ Give the child a lighter to play with that doesn't work
______ Let the child play with the lighter, finding out what it is like to be burned

3. Your eight-year-old child is being called names by kids at school. As a parent, you say the following:

______ "No wonder they call you names. I wouldn't want to play with you either."
______ "I am sorry that happened to you. What else can we do today?"
______ "I remember once when that happened to me and I felt really sad. What can I do to help you feel better?"
______ "It really doesn't matter. Just pretend it didn't happen."

4. Your 12-year-old is under pressure from friends to drink alcohol.

______ Ground the child after smelling alcohol on his clothes when he returns from a party
______ Threaten to kick him out of the house if he starts drinking.
______ Talk with child about how to say "no" to peer pressure
______ Offer alcohol to child so that he can experience what it is like on his own
______ Ignore that child is coming home drunk

5. Your teenage daughter has just broken up with her boyfriend.

______ Blame her for not being a good girlfriend
______ Listen to her feelings and offer your help as she feels she needs it
______ Ignore the situation since it is her problem

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Communicating With Children

Outcomes:
- Describe the relationship between parents' verbal and nonverbal communication and children's self-esteem
- Develop listening skills that reflect compassion and promote cooperation
- Ask questions to help oneself, one's children, and other care givers reason and plan
- Help children accept responsibility for their own feelings and express them appropriately
- Use positive language and behavior when communicating with children
- Solve problems with children in constructive ways

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Importance of Communication in Parent-Child Relationship		a. Evaluate how each of the parents' communication statements listed below would affect children's self-esteem. (1) "You can't do anything right." (2) "You never listen to a thing I say." (3) "You are doing a good job!" (4) "Be quiet! I can't think when you are screaming at me." (5) "Don't get smart with me!" (6) "How do you feel about that?" (7) "Forget it, I'll do it myself." (8) "I get angry when you come home late!" *Discussion Questions* • *Why should you be concerned about how you communicate as a parent?* • *When are communication skills used?* • *What happens when you do not communicate well?* • *How does communicating well influence your relationship with your children?*

CONCEPT	PROCESS SKILLS	STRATEGIES
	PROBLEM	b. Using resources, make a list of words or phrases describing what good communication looks like and sounds like. Then make a second list describing what communication looked like and sounded like in your family when you were a child. *Discussion Questions* • *How did the communication patterns of your family affect you as a child?* • *How do the communication patterns from your childhood affect you today?* • *What does the communication look like and sound like in you present family?*
		c. Complete each statement below. Share your answers in small groups. Compare your communication message with your actual feelings, wants, and needs. (l) When I am proud of my child, I communicate it by . . . (2) When I am afraid for my child, I communicate it by . . . (3) When I am feeling close to my child, I communicate it by . . . (4) When I am angry with my child, I communicate it by . . . (5) When I am disappointed in my child, I communicate it by . . .
	PR	d. Discuss how each of the factors listed below affects communication between parents and children. Identify ways to deal with the effects of each of these factors. (l) Events of the day (2) Lack of time (3) Chemical dependency of parent or child (4) Poor communication in parent's own family (5) Noise and distractions
		e. Read **Ten Ways to Stop Communication Before It Starts (p. 70).**
		f. Read the examples of how communication occurs on both an intellectual level and an emotional level listed below. Create other examples from your own experience. Discuss how these differences cause difficulty in communication.

CONCEPT | PROCESS SKILLS | STRATEGIES

(1) Situation: Child comes home from school and exclaims, "I'm never going back to that place again!"

Intellectual Response: "Yes, you are. You have school tomorrow."
Emotional Response: "It sounds like you had a tough day."

(2) Situation: Teenager asks to go out with friends and is refused. "You never let me do anything on my own."

Intellectual Response: "No way are you going out with them. Those kids have been in trouble before."
Emotional Response: "From what I can tell, you are feeling frustrated that you can't choose who you want to go out with."

2. Listening Skills

a. Discuss the statement, "Children are to be seen and not heard."

Discussion Questions
- *Why should parents take time to listen to children?*
- *Why is it difficult to listen to children?*
- *What happens when you listen carefully to children? When you choose not to listen?*

b. Imagine a person you often go to when you need to talk. Picture that person in your mind. Discuss the characteristics about that person that make him or her a good listener. Imagine the person you would be least likely to go to when you needed someone to talk to. Discuss the characteristics about that person that make him or her a poor listener. Identify which of these lists of traits most accurately describes the way you listen as a parent.

c. Using the **Active Listening Checklist (p. 71)**, identify behaviors important to active listening. Working in pairs, practice listening actively to each other. Describe your feelings when being listened to actively and listening to others actively.

Discussion Questions
- *How important are listening skills to your role as a parent?*
- *Which skills are easiest for you to use? Most difficult?*
- *What would happen if you did not use active listening skills with your children?*

CONCEPT	PROCESS SKILLS	STRATEGIES
		d. Complete **Asking Questions (p. 72)**.
		e. **Parent-Child Interaction:** Choose two active listening skills to practice. Keep a journal of your progress for one week.
3. Nonverbal Communication	💡	a. View a videotape of a movie or television program about parents and their children with the sound turned off. Observe the interaction and identify examples of nonverbal communication. Explain how the communication used in the video affects the relationships between the parents and their children.
	PROBLEM	b. View pictures of parents and children engaged in communication. Write words that describe nonverbal messages communicated through these poses, gestures, and facial expressions. Discuss the meaning of these nonverbal actions as interpreted in different situations and cultures.
		c. Role-play some of the nonverbal communication used in your family. Discuss the consequences of these nonverbal messages.
		d. Working in pairs, have one person stand and the other person sit on the floor in front of him or her. Role-play a discussion typical of parent-child interaction. Discuss how it feels to communicate in this position.
4. Communicating Feelings		a. List 20 feeling words in one column with their opposites in another. Make a list of feeling words used by your family. *Discussion Questions* • *How were feelings expressed in your family when you were a child?* • *What feelings were permissible to express and what feelings were not allowed expression?* • *How does this experience affect the expression of feelings in your family today?*
		b. Complete **Emotions (p. 73).** *Discussion Questions* • *What feelings are allowed expression in your family?* • *Which are expressed verbally? Nonverbally?* • *Which feelings are allowed no expression?*

CONCEPT	PROCESS SKILLS	STRATEGIES

c. Working in pairs, take turns talking about a particularly frustrating day or experience, leaving out the words that describe your feelings. The listener should supply the feelings using statements such as "You must have felt . . ." "It sounds like you were feeling. . ."

Discussion Questions
- *How does it feel to express your feelings to another person?*
- *Does expressing feelings come easily to you? Why or why not?*
- *Under what circumstances would it be difficult for you to express your feelings?*
- *What happens when feelings are not expressed?*
- *Do children cause our feelings or do we cause our own feelings?*
- *Can you be angry with someone you love?*

d. Using resources, identify techniques for acknowledging children's feelings. Two examples of such techniques are listed below.

(1) Listen to what the child is saying and look for nonverbal messages
(2) Respond by naming the feelings expressed in a nonjudgmental way

e. Complete **Identifying Children's Feelings (p. 74-75)**. Role-play acknowledging the children's feelings in each situation.

Discussion Questions
- *Which feelings will be most difficult to deal with? Least difficult?*
- *Are there any feelings you would not be able to accept? Why or why not?*
- *How would you react to each of these feelings as expressed by children?*
- *What might you say as a parent to let the child know you understood their feelings, without rejecting the feelings themselves?*
- *Is accepting feelings easy or difficult? Why?*

f. Describe ways children express each of the emotions listed below. Discuss how parents often respond when these emotions are expressed. Choose and describe appropriate ways to respond.

(1) Anger
(2) Fear
(3) Hurt

CONCEPT	PROCESS SKILLS	STRATEGIES
	🔄	g. For each situation below, create two responses--one using blaming or "You-messages" and the other using "I-messages" (following the format "When you . . .I feel . . .because. . . I would like. . ."). Role-play the situations using the I-messages you have written. Discuss the consequences of each response. (1) Your teenage son has come home two hours later than expected. (2) Your two children, ages 10 and 12, are continually fighting. (3) You found drugs in your daughter's purse. (4) Your two-year-old is throwing another temper tantrum. (5) Your child's report card reflects that she is failing fifth grade. *Discussion Questions* • *How does it feel to express yourself with an I-message?* • *How does it feel to be on the receiving end of an I-message?* • *Why are I-messages important in communicating with children?* • *When you were young, were you more likely to hear I-messages or You-messages?* h. Make a chart showing You-messages beginning with the phrases listed below. Discuss why a parent would be likely to use these types of messages and the consequences of this type of communication. Discuss circumstances or behaviors of your children that tend to make you feel the need to respond in this way. (1) You always . . . (2) You never . . . (3) If I've told you once, I've told you a thousand times, you should never . . . (4) Don't you ever . . . i. **Parent-Child Interaction:** Keep a chart of the number of I-messages you use with your children in one week. List specific examples. Share examples with the class and discuss the effect these messages had on the individuals in your family.
5. Age-Related Communication	PR	a. Brainstorm family situations that might occur with children at each of the age levels listed below. Develop a skit depicting each situation. Using practical reasoning, decide which communication techniques would best be suited to each age.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(l) Preschool age (2) School age (3) Teenage b. Using resources, identify communication techniques for fostering cooperation. Four examples are listed below. Determine which techniques would be most effective for various age groups. (1) Express your feelings about the situation (2) Give a reason or information about why you want them to comply with your request (3) Describe the problem and its consequences (4) Remind them about what you want them to do c. Read **Guides to Communicating with Teenagers (p. 76)**, and discuss techniques for communicating effectively with teenagers. d. **Parent-Child Interaction:** Develop a personal plan to improve communication skills appropriate for your own children. Such skills might include active listening, I-messages, and identification of feelings. Keep a record of attempts to use each of these techniques. Evaluate the effectiveness of these efforts, using the following questions: (l) How many times did I use these techniques? (2) When was I successful? Unsuccessful? (3) What was the response of my child? (4) What do I need to do to continue to develop these skills?
6. Solving Problems	PROBLEM	a. Brainstorm a list of problems parents face with their children. Discuss ways that parents and children deal with problems and the factors that influence the way problems are approached. *Discussion Questions* • *How did your family solve problems when you were a child?* • *How does your experience in solving problems as a child affect your ability to solve problems in your present family?* • *What are the consequences of ignoring family problems?*

CONCEPT	PROCESS SKILLS	STRATEGIES
		b. Using resources, identify steps for solving problems, such as the steps of practical reasoning listed below. Discuss why using these steps would help parents and children solve problems more effectively. (1) Define the problem (2) Identify the goals, values, and factors that will influence the solution of the problem (3) Generate possible solutions (4) Imagine the consequences of each solution (5) Decide on a solution and implement it (6) Evaluate the solution
		c. Using resources, identify hints for problem solving, such as those listed below. (1) Listen to each other and be particularly attentive to feelings that are expressed (2) Select a time when neither the parent nor the child is rushed (3) Select a place where no one will interrupt (4) Agree ahead of time that you are going to work on the problem until you find an agreeable solution (5) Involve the child in generating solutions. Ask, "What can we do?"
	PR	d. Working in small groups, role-play parents and children resolving the problems listed below. (1) Your four-year-old complains she can't sleep when asked to go to bed at night. (2) Your teenager would like to get a part-time job, but it conflicts with his practicing for the basketball team. (3) Your teenager daughter is pregnant. (4) Your eight-year-old son is being threatened by a gang of older boys.

TEN WAYS TO STOP COMMUNICATION BEFORE IT STARTS

1. **INSULTS**	"YOU'RE SO STUPID! YOU NEVER GET ANYTHING RIGHT."
2. **THREATS**	"IF YOU DO THAT YOU'LL BE GROUNDED FOR LIFE."
3. **SARCASM**	"OH GREAT. YOU FORGOT YOUR HOMEWORK AGAIN. THAT'LL HELP YOUR GRADES."
4. **FINDING FAULT**	"YOU GOT YOURSELF INTO THIS MESS, NOW YOU GET YOURSELF OUT."
5. **MAKING DEMANDS**	"GET IN THE HOUSE THIS MINUTE."
6. **LECTURING**	"YOU SHOULD. . . . "
7. **MAKING COMPARISONS**	"WHY CAN'T YOU BE ON TIME LIKE YOUR BROTHER?"
8. **PLAYING A MARTYR**	"WHEN I WAS A KID, I ALWAYS DID WHAT I WAS TOLD."
9. **WARNING**	"IF YOU DON'T SLEEP, YOU'LL . . . "
10. **PREACHING**	"IF YOU DO THAT, YOU'LL NEVER AMOUNT TO ANYTHING."

ACTIVE LISTENING CHECKLIST

Directions: Check those behaviors that describe your listening skills.

When I listen, I…

______1. Stop what I am doing and focus on who is speaking.

______2. Try to remove distractions such as noise, doodling, or foot tapping.

______3. Stop talking and listen to words being said.

______4. Look at the speaker.

______5. Notice nonverbal messages such as facial expressions, gestures, posture, and tone of voice.

______6. Am patient and allow time for talking without interrupting.

______7. Repeat words or phrases, nod, or say "Yes," to show I have heard.

Examples: Sounds like you are upset.
That does seem to present a problem.
I'll bet you wish something could be different.

______8. Ask questions or paraphrase to verify the message.

______9. Ask questions to express interest.

______10. Refrain from judging, advising, sympathizing, or changing the subject.

Examples: I see…
Uh-huh…
Mm-hummm…
I hear you.

______11. Hear and reflect the feelings as well as the ideas.

Examples: I hear you saying your main concern is…
Let's see if I understand what you are saying…

ASKING QUESTIONS

Asking questions is an important part of communicating with your children. Questioning can help you learn more about what your children are trying to tell you and can clear up any misunderstandings about what is being said. Good questions help your children share more information and express their ideas and feelings. When you use questions, you are communicating that you are interested in what your children have to say and that you care about them.

There are two types of questions you can use in communicating with your children.

OPEN questions allow the child to express ideas, feelings, and experiences. They help you learn more about your child. Some examples of open questions are as follows:

- What did you do at school today?
- What happened at the party?
- What can you tell me about the picture you just finished?
- What is on your mind today?

CLOSED questions ask something that can be answered in a few words, usually with a "yes" or "no." These questions limit the conversation and the amount of information you learn from your children. They can, however, be used to make sure you understand what your child means. Some examples of closed questions are as follows:

- Did you like the book?
- Is that what you mean?
- Are you angry?
- Did you have a good time?

Directions: For each of the situations below, write at least three questions that would help you communicate with the child and find out the information you would need to know as a parent. Share your list with the class. Discuss which questions on your list are most important to ask.

1. You pick your four-year-old up from the babysitter. After you get home, the child bursts into tears.

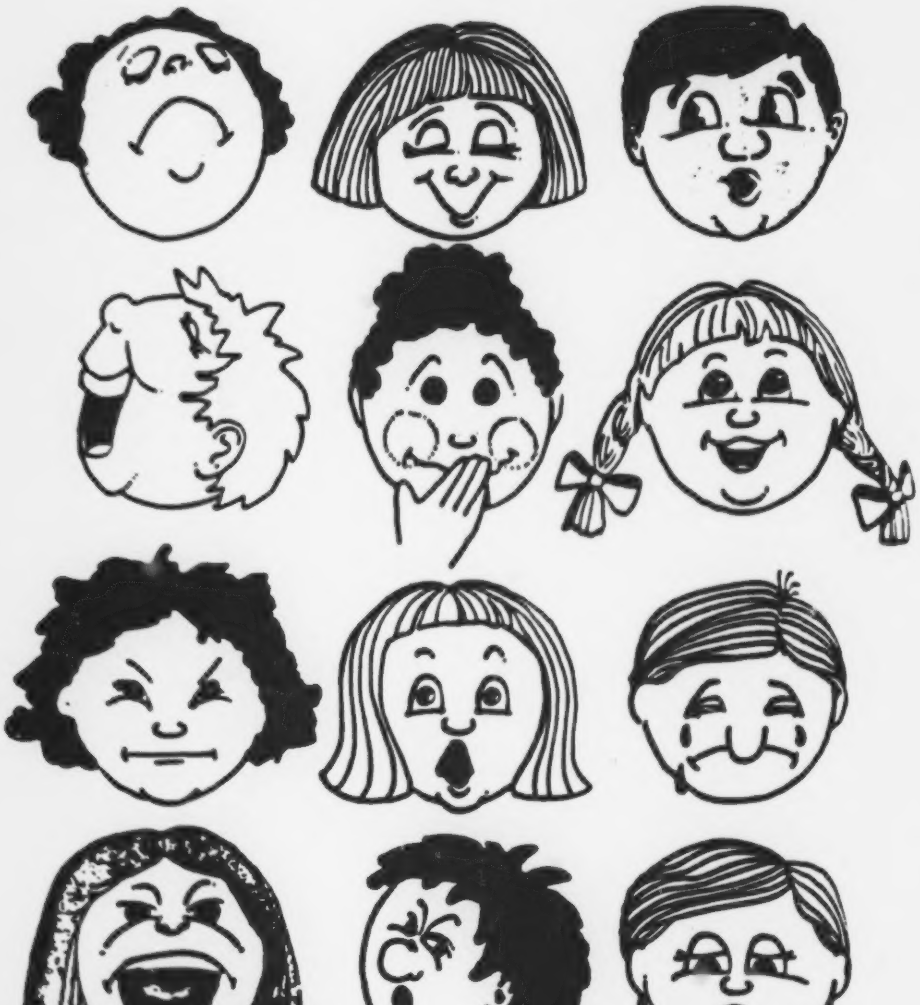
2. Your eight-year-old comes home from school with a swollen lip and a cut over his eye.

3. Your teenager comes home one hour late. She has been to a party with friends.

4. The school calls to ask you to pick up your daughter. She is being suspended for skipping school.

EMOTIONS

Directions: Working in small groups, write a word to describe the emotion expressed in each picture. Then select one of the emotions and write a definition of that emotion based upon the characteristics of it that are shown in the picture. Report back to the class on the definition your group developed. Agree on a definition of the emotion that is most appropriate.



Source: Ohio Department of Education, *Home Economics Middle School Resource Guide*. (Columbus, Ohio, 1988).

IDENTIFYING CHILDREN'S FEELINGS

Directions: Read each of the typical messages children send (first column) and write the feelings you think the child might have in the second column. There are no incorrect answers, so think about your own experiences when you were a child and try to remember how you might have felt in this type of situation.

Child Says:	**Child is Feeling:**
Example:	
"I don't know what is wrong. I can't figure it out. Maybe I should just quit trying."	*Stumped* *Discouraged* *Tempted to give up*
1. "Oh boy, only ten more days until school is out."	______________________
2. "Look daddy, I made an airplane with my new tools."	______________________
3. "Will you hold my hand when we go to the nursery school?"	______________________
4. "I'm not having any fun. I can't think of anything to do."	______________________
5. "I'll never be good like Ronald. I practice and practice, and he is still better than me."	______________________
6. "My new teacher gives us too much homework. I can never get it all done. What will I do?"	______________________
7. "All the other kids went to the park. I don't have anyone to be with."	______________________

8. "Jim's parents let him ride his bike to school, but I'm a better rider than Jim." ______________________________

9. "I shouldn't have been so mean to little Jimmy. I guess I was bad." ______________________________

10. "I want to wear my hair long. It's my hair, isn't it?" ______________________________

11. "Just get out of my room!" ______________________________

12. "It's my body, and I'll do with it what I want!" ______________________________

Source: Oregon Department of Education, *Parenthood Education Curriculum*. (Salem, Oregon: Oregon Department of Education, 1990).

GUIDES TO COMMUNICATING WITH TEENAGERS

1. When to Answer "Why" Questions

No:
- when teen is yelling/angry
- when already explained
- when no need to explain (self-evident)

Yes:
- when having productive discussion
- when child needs to know rules

2. When to Listen and When to Stop Discussion

Stop:
- when more talk will escalate power struggle
- when teen is trying to make parent feel guilt

Listen:
- when understanding can end power struggle
- when child is overwhelmed by expectations from others
- during a special private time

3. When to Stand Firm and When to Cooperate

Stand firm:
- when you are enforcing limits
- when you feel you are being manipulated
- when teen is ALWAYS asking for exceptions
- when teen is out of control or on drugs

Cooperate:
- when establishing limits
- when teen is asking for exception

4. When to Demand Compliance (save for "biggies")

- when teen's behavior is dangerous and preventable, may have to stop behavior but talk about feelings behind his/her actions (Not school issues--they are child's responsibility.)

5. When to Forbid Behavior

- when you have control
- when clearly inappropriate

(A good rule is to never forbid something unless you will be able to enforce the rule.)

When to Discuss Behavior

- when you have no control
- when you disagree, but it's not a choice that is yours to make

(Discuss and cooperate to influence teen.)

6. When You Need to Express Your Feelings as a Parent

- I feel . . .
- I'd appreciate. . .
- I cannot. . .
- I need. . .
- I am willing. . .
- I intend. . .

Adapted from Marlene Brusko, *Living with Your Teenager*. (New York: McGraw-Hill, 1986).

CONCERN: SEEKING EMPOWERMENT AS A PARENT

Module: Guiding Children

Outcomes:
- Explain the importance of positive guidance
- Describe goals for guiding children and distinguish between guidance, discipline, and punishment
- Analyze various methods of guidance
- Describe how developmental level affects guidance and discipline
- Identify the importance of setting limits to promote positive behavior
- Examine the influence of power on the parent-child relationship
- Define types of child abuse
- Analyze factors contributing to child abuse
- Suggest possible preventive and interventive measures for child abuse

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Goals of Guidance and Discipline	PROBLEM	a. Brainstorm definitions of guidance, discipline, and punishment. Compare your definitions to those in the dictionary. *Discussion Questions* • *Why should parents be concerned about how to discipline or guide their children?* • *Who is responsible for guiding children?* • *What happens when parents neglect their responsibility to guide their children?* b. Meeting in small groups, share a picture of yourself as a child. Describe how old you are in the picture. Recall a situation in which you were disciplined as a child in such a way that you felt awful. Discuss what your parents did to evoke that response from you. Then recall a situation in which you were disciplined and felt good about it. Discuss what your parents did to evoke those good feelings. *Discussion Questions* • *What was your hardest stage as a child?* • *How did your parents handle you?* • *What were two things you swore you'd never do with your children?*

CONCEPT	PROCESS SKILLS	STRATEGIES

- *How would you have handled some of the situations from your childhood?*
- *Why is it important to remember your own childhood when you are making decisions about how to handle your own children?*

c. Interview a partner using the following questions:

(1) What does discipline mean to you?
(2) What is the purpose of discipline?
(3) What is the difference between discipline and punishment?
(4) How were you disciplined as a child?
(5) Would you discipline your children in the same way?
(6) What would you do differently?

d. Complete **What Characteristics Do You Value? (p. 85).** Discuss how the way in which parents guide children influences the behavior characteristics children develop.

Discussion Questions
- *Would you rank these traits differently if you were describing a child rather than an adult? Why or why not?*
- *Which traits might be ranked differently for different ethnic groups? Why might these cultural differences exist?*
- *Do a rank order for an ideal woman and then for an ideal man. Are there differences? If so, why do these differences exist?*
- *What influenced your values regarding behavior characteristics?*
- *What happens when a family has different values regarding these behavior characteristics?*

e. Write a one-sentence definition of "responsibility." What are the advantages and disadvantages of developing a sense of responsibility in your children?

f. Imagine what a family would be like if each of the following were a goal of discipline:

(1) Fear
(2) Punishment
(3) Guilt
(4) Positive self-esteem

CONCEPT	PROCESS SKILLS	STRATEGIES

(5) Independence

g. Discuss the meaning of the phrase, "We should give our children roots and wings."

2. Guidance Styles

a. Using resources, identify the characteristics of the styles of guidance listed below. Using the characteristics, decide which style best describes you as a parent.

(1) Authoritarian
(2) Democratic
(3) Permissive

b. Complete **Parenting Styles (p. 86)**.

c. Read the case studies below and determine which style of guidance is being used.

(1) Your 12-year-old daughter wants to go out with a boy she met at a friend's house. You say "No, you are not going to go out with boys at your age!"
(2) You are ready to take your five-year-old to the clinic for a well-child checkup. As you walk out the door, he begins to cry uncontrollably, saying he doesn't want to go to any doctor. You decide to skip the appointment.
(3) You look out the window and see your three-year-old crossing the street. You have warned her about staying in the yard to play. You walk outside, remind her about the rule, and tell her that if she doesn't stay in the yard, she will have to come inside to play.

d. Complete **Becoming a Democratic Parent (p. 87).**

e. Brainstorm a list of reasons why parents use different guidance techniques, such as those listed below. Discuss how each of these items has affected your guidance style as a parent.

(1) Way you were disciplined as a child
(2) Personality of parent
(3) Personality of child
(4) Level of parent education training
(5) Stress
(6) Family dysfunction

CONCEPT

PROCESS SKILLS

STRATEGIES

f. Complete **Ways Power is Used in Families (p. 88).**

3. Guidance Techniques

a. Brainstorm a list of all the methods or techniques parents use to guide or discipline children. Discuss those techniques your parents used with you as a child and techniques you use with your own children.

Discussion Questions
- *Which of these techniques represent positive guidance? Negative guidance?*
- *What are the long-term consequences of these techniques?*
- *Which techniques are effective? Why?*

b. Make a chart illustrating positive guidance alternatives, such as those listed below. Discuss the advantages and disadvantages of using each alternative and the age at which it will be most effective.

(l) Setting limits
(2) Positive reinforcement
(3) Consequences
(4) Communication
(5) Redirecting or removal

c. Read **Ideas for Positive Guidance (p. 89)**.

Discussion Questions
- *Why are these techniques described as positive?*
- *Which techniques would you be most likely to use? Why?*
- *What are the consequences of using these techniques?*

d. Using resources, identify the differences between natural and logical consequences, and make a list of examples of each type of consequence. Discuss the effects of using these types of consequences as opposed to spanking or other types of physical punishment.

e. **Parent-Child Interaction:** Complete a personal action plan for developing positive guidance skills. Write two ideas for guiding children in a positive way that you learned about in class. Describe how you intend to use each idea, then keep a record of how often you use each technique with your own children. At the end of one week, write about what you learned.

CONCEPT	PROCESS SKILLS	STRATEGIES
		f. Complete **Double-Ring Role Play (p. 90)**.
4. Setting Limits		a. **Parent-Child Interaction:** Interview your children and ask them to identify the rules for your family. Share your findings with the class. *Discussion Questions* • *Are their rules the same or different from yours?* • *What rules do you need to be clearer about?* • *How can you make changes?*
	PROBLEM	b. On one side of a large sheet of newsprint, list what happens to children who have no limits. On the other side, list what happens to children who have too many limits. Discuss the importance of setting limits for children and what to consider when deciding if the limits set are appropriate.
		c. Read **Ten Suggestions for Setting Limits (p. 91).**
		d. Make a plan to set positive limits for your family using the guidelines below. (1) Describe the situation. (2) Identify the limit you would set. (3) List the consequences for not following the limit. (4) Explain how you will communicate this limit to your children. (5) Explain how the limit worked.
	PR	e. Meeting in small groups, read the situations below and use practical reasoning to select an appropriate limit for each instance. Share your responses with the class and justify the limits you have established. (1) Your teenage sons constantly are having arguments that sometimes result in fistfights. (2) Your seventh grader is failing math. The teacher has told you that the low grade is due to the fact that the child never turns in her homework assignments. (3) Your three-year-old is constantly riding her tricycle into the street. (4) Your ten-year-old daughter is continually coming home two hours late from school. She refuses to tell you where she has been. (5) Your four-year-old will not go to sleep at night, insisting on staying up to watch television.

CONCEPT	PROCESS SKILLS	STRATEGIES
5. Age Appropriate Guidance		See below

a. Using resources, review charts indicating the developmental levels of children. Read each of the situations below and determine if the guidance techniques used are appropriate for the age of the child.

(1) A one-year-old is asked to sit in a chair for five minutes for refusing to share a toy with her twin sister.
(2) A two-year-old is spanked for spilling her drink.
(3) A twelve-year-old is grounded for getting a bad grade in school.
(4) A three-year-old is shamed for wetting the bed.

b. Using **Survival Skills for the Open Trail of Life!! (p. 92)**, identify situations or behavior that require discipline for each of the age groups listed below. For each situation or behavior identified, discuss appropriate guidance techniques to use for various age groups.

(1) Infants
(2) Toddlers
(3) Preschoolers
(4) School-aged
(5) Teenagers

c. Working in small groups, select one of the situations below and role-play the parent punishing the teenager. Then share your feelings about the role play.

(1) You see your teenager talking with a group of boys that you know have been selling drugs.
(2) Your teenage daughter does not come home from a party until the next day.
(3) You find a new leather jacket in your son's closet and have no idea how he got the money to buy it.
(4) Your teenager refuses to help with the chores you have assigned him.
(5) Your teenage daughter comes home from a friend's house. She smells of alcohol and is reluctant to talk to you.

Discussion Questions
- *Is guiding teenagers more or less difficult than guiding children at other developmental stages?*
- *What would you consider when setting limits for this age group?*
- *What guidance techniques would you be most likely to use? Why?*

CONCEPT	PROCESS SKILLS	STRATEGIES
6. Preventing Child Abuse	PROBLEM	a. Using resources, identify local statistics on child abuse in your community. Brainstorm the consequences of child abuse, such as those listed below. (1) Inability to trust and love others (2) Physical harm or even death (3) Low self-esteem (4) Continuing cycle of abusive behavior b. Using resources, identify the types of abuse and neglect, such as those listed below. Create examples of each type. (1) Physical (2) Nutritional (3) Medical (4) Educational (5) Emotional (6) Sexual c. Read the case studies below and identify the types of abuse and neglect the children are experiencing. (1) Betty's son Ronnie stepped on a rusty nail while playing in the alley behind their apartment building. Betty's neighbor said she should take him to the clinic for a tetanus shot, but Betty doesn't have the money right now. Besides, the clinic is too far away for them to walk, and they don't have a car. (2) Mindy feeds her three-week-old baby formula from a bottle. The formula is really expensive, so she gives the baby water every other feeding. The baby cries a lot and keeps Mindy awake. (3) Nora has not bothered to take her preschool children to the doctor for immunizations or checkups. (4) Juan's daughter was truant from school ten days last month. When the school informed him of this, he yelled at her, but he feels that ultimately it is her responsibility to change her behavior. (5) Elaine is frustrated because her four-year-old son will not do as she asks. He will not even sit in a chair for punishment, so every time he disobeys her, she ties him to the chair and makes him stay there for 30 minutes.

CONCEPT	PROCESS SKILLS	STRATEGIES
		Discussion Questions - *Do you think these parents are aware that their behavior is abusive or neglectful?* - *How can parents tell when their behavior is abusive or neglectful?* - *What are the long-term consequences of the above situations?*
		d. Using resources, identify factors contributing to child abuse, such as those listed below. (1) Alcohol and substance abuse (2) Family stress (3) Spouse abuse (4) Media messages
		e. Read **Helping Prevent Child Abuse (p. 93)**.
		f. Read **12 Alternatives to Whacking Your Kid (p. 94)**.
		g. Complete **Case Studies: Sexual Child Abuse (p. 95)**.
		h. Read **Preventing Sexual Abuse (p. 96)**.
		i. Invite a representative from Parents Anonymous to class to explain the goals of the organization and how it can assist parents.
7. Controlling Anger	PROBLEM	a. Brainstorm ages, stages, and issues that are tough to deal with in parenting and often cause you to be angry. Discuss common parent responses to these situations.
		b. Brainstorm things to do when you are angry. Share the list with the class. Identify ways parents can respond to children in constructive ways. Discuss the importance of releasing anger.
		Discussion Questions - *How was anger expressed in your family when you were growing up?* - *Which of these behaviors do you least want your child to model?* - *What behavior would you like your child to model?* - *How do you feel when your child is angry?*

WHAT CHARACTERISTICS DO YOU VALUE?

Below is a list of 12 traits people might value in an individual. Rank them in order of importance with the number "1" being the most important. Then choose the top four characteristics and discuss why you think these are important traits for individuals to have in today's society. What has affected your point of view? Is it a message you heard from your parents, other adults, or someone you admire? Is it a message that is transmitted by our society?

_____ Adventurous (exploring, risk-taking)

_____ Ambitious (hard-working, aspiring)

_____ Creative (imaginative, experimental)

_____ Efficient (quick, organized)

_____ Cooperative (able to work with others)

_____ Obedient (dutiful, respectful)

_____ Independent (self-reliant, self-sufficient)

_____ Responsible (can be counted on)

_____ Polite (courteous, well-mannered)

_____ Tolerant (able to accept differences)

_____ Honest (sincere, truthful)

_____ Courageous (stands by beliefs, takes risks)

Rationale:

1. Trait: ____________________Why is this important?

2. Trait: ____________________Why is this important?

3. Trait: ____________________Why is this important?

4. Trait: ____________________Why is this important?

Source: Oregon Department of Education, *Parenthood Education Curriculum*. (Salem, Oregon: Oregon Department of Education, 1990).

PARENTING STYLES

DIRECTIONS: Read the descriptions of the three parenting styles below and the possible consequences to children when each is used. Assume you are a child. Which of the styles would help you learn self-control? Make you feel capable? Help you learn to make decisions yourself?

PARENTING STYLE	PARENT'S BEHAVIOR	MESSAGE SENT TO CHILD	POSSIBLE REACTION IN CHILD
1. AUTHORITARIAN	Parent believes that obedience is being good and obedience without question is very good. Parent insists that child obey and conform to the wishes of the parent without questions, complaints, or defiance. No real relationship exists with the child.	I am in power; I will impose my will on you to do what I want you to do. I am superior. I may use force or intimidation to get you to do what I want.	Child becomes defensive, fearful, hostile or helpless; may show signs of guilt and anxiety --child may begin to fight, be defiant, rebel, or conspire against parent and others. Child does not learn to rely on self--lacks self-discipline.
2. PERMISSIVE	Parent does not specify expectations; may be indecisive.	Anything you do is all right with me. I'll listen to you, but don't expect me to make your decision.	Child is more creative, assertive and shows more feeling than a child brought up in an authoritarian home. Child may grow up to be insecure and lacking in self-direction. Many times the decisions this child makes are impractical or illegal.
3. DEMOCRATIC	Parent sets limits; permits choices within limits. Parent encourages independence and respects child; parent expects child to contribute; gives responsibly. Parent knows when to say no and what to do after saying no.	I believe in you. You are equal to me in the sense that we are both human beings; true, I've had more experience, but I respect you as a person. You are important.	Child develops confidence, self-reliance; contributes, cooperates, learns to solve problems. Child learns to make decisions and accepts consequences of decisions; believes in and respects self and others. Child learns to be tolerant of mistakes made by self and others; respects the rights of others.

Source: Ohio Department of Education, *Adolescent Parent Resource Guide*. (Columbus, Ohio, 1988).

BECOMING A DEMOCRATIC PARENT

Directions: Read the authoritarian statements on the left and the permissive ones on the right. Then, in the center column, write a statement that balances the other two.

AUTHORITARIAN	DEMOCRATIC	PERMISSIVE
“Get into bed now!”	“______________________ ______________________”	“Sweetheart, are you ready for bed yet?”
“Do it this minute!”	“______________________ ______________________”	“O.K. We’ll wait a few more minutes.”
“No more for you. You don’t take care of what you have.”	“______________________ ______________________”	“It’s all right. We’ll buy you another one.”
“Do it, or ELSE!”	“______________________ ______________________”	“Are you ready to clean up your toys? You don’t have to if you don’t want to.”
“Get a move on!”	“______________________ ______________________”	“We do have to go, but take your time.”
“I don’t care what you want. You’ll do what I say.”	“______________________ ______________________”	“We’ll do whatever you say.”
“I don’t want to hear any excuses.”	“______________________ ______________________”	“I’m sure there’s a reason. We’ll have a talk about it when you’re ready.”
“Sit down and you listen to me.”	“______________________ ______________________”	“Do you want to sit down and talk about it?”

A. Which style(s) would make you feel good about yourself?
B. Which styles promote self-control in children?
C. Which style helps children be more responsible?
D. Which style helps children learn to communicate?

Source: Ohio Department of Education. *Adolescent Parent Resource Guide*. (Columbus, Ohio, 1988).

WAYS POWER IS USED IN FAMILIES

Directions: Read the descriptions of the three ways power is used in families and answer the discussion question below.

POWER OVER
- When one person has power over another
- Person with less power has no choice (coercion)

POWER FOR
- Persons with power give to those with less power for the purpose of "helping" them

POWER WITH
- Shared power
- Working together to achieve the most desirable situation for all
- Emphasizes equity and empowerment

DISCUSSION QUESTIONS

1. Which types of power were used in your family when you were growing up?
2. How does it feel to experience each type of power?
3. Which type of power do parents use with their children?
4. What are the long-term affects of each type of power?
5. Which type of power do you use in your family?

Source: Oregon Department of Education, *Parenthood Education Curriculum.* (Salem, Oregon: Oregon Department of Education, 1990).

IDEAS FOR POSITIVE GUIDANCE

Read the ideas for positive guidance below and circle the number of each idea you would like to try at home with your children. Use one of the techniques and share your experiences with the class. Remember to feel good about your successes, however small. Every small step counts as you move toward positive guidance!

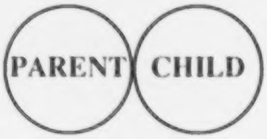
1. Remind about rules in a positive way. Use "do's" instead of "don'ts."
2. Model acceptable behavior by demonstrating the kinds of behavior you want your children to use.
3. Be encouraging. Focus on the positive. Be helpful and encourage their trying new or acceptable behavior.
4. Change the environment to encourage acceptable behavior. Set regular routines, add materials, or remove those things that encourage negative behavior.
5. Remove the child from the situation for a time out. Allow time for tempers to cool down. Then talk with the child in positive terms about how he or she can behave in acceptable ways.
6. Offer acceptable choices whenever possible to allow child to feel some control. Explain positive choices to negative behavior, such as positive ways to express negative emotions.
7. Express affection in positive, respectful ways to make children feel secure. Use hugs and humor where appropriate.

DOUBLE-RING ROLE-PLAY

DIRECTIONS: Sit on the floor or in chairs placed in a double circle facing each other. The individuals in the inner circle assume the role of a child, and the individuals in the outer circle assume the role of a parent.

The teacher chooses one role-play card which has one of the following situations. Students in the outer circle should respond as a parent, and students in the inner circle should respond as a child. Continue role-play situations until the players have responded with several alternatives.

The group may identify other situations, reverse roles, etc., to explore many points of view.



ROLE-PLAY SITUATIONS:

- School-age siblings fight over possessions or toys.
- Preschool child plays with his/her food rather than eating.
- School-age child refuses to get up to get ready for school after being called many times.
- Preschool child refuses to go to bed at his/her scheduled bedtime.
- A child has a tantrum, kicking and screaming to get his way.
- School-age child wants to play baseball rather than mow the lawn.
- School-age child wants to watch television before doing his/her homework while parent wants homework to be finished beforehand.
- A child becomes angry and calls the parent names.
- A child keeps making noise and disturbing the parents who are talking to each other.
- A school-age child constantly throws her clothes on the floor instead of putting them into the hamper.

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Curriculum Technology Resource Center, 1990).

TEN SUGGESTIONS FOR SETTING LIMITS

1. Set reasonable limits. Limits are essential for children. A limited setting allows children to feel safe and cared for. (Toys are not for hitting.)

2. Decide which limits are non-negotiable. Avoid power struggles (because I said so) by maintaining firm ground rules. Discipline will be challenged repeatedly when children feel it is just a question of power. (Bedtime is 7:30. If there is a special reason to stay up later, we will talk it over.)

3. Be clear and consistent. Limits should be constant and often reinforced, so children can rely on knowing what is expected of them. (You know you are to clean your room every Saturday before you go outside to play.)

4. Gear discipline to the situation at hand. Consequences for behavior should fit the situation in a logical way. (Since you came home late last night, you will stay home for two nights.)

5. Gear discipline to the child's developmental level. Parents' expectations must be realistic, and take into account the age, skills, and temperament of the child. (I am going to bring you over here away from that wall socket, so you can find something better to play with.)

6. Carry out discipline as calmly as possible. A matter-of-fact approach is much more powerful to children than a hysterical one. You may need to wait for awhile if you are upset or angry. (I will talk this over with you in 10 minutes. Right now, I am too angry, and I need time to calm down.)

7. Carry your own message. Don't discipline on behalf of someone else. You can't expect your child to be responsible if you are not. (Your father would do this if he were here.)

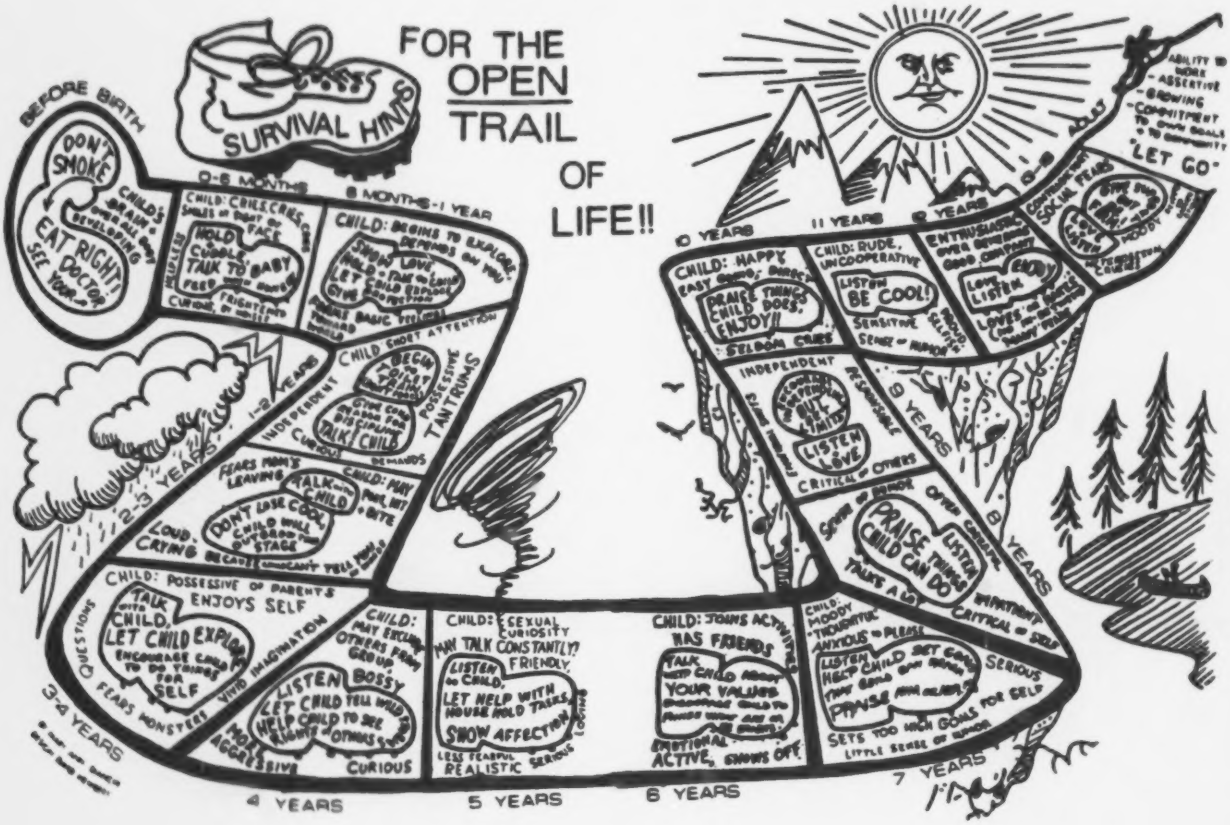
8. See that all family members obey family rules. A child needs to realize that everyone is working together and is accepting the same constraints. This includes parents as well, although their constraints may be different from the children's. (Your brother missed his turn washing dishes because of the basketball game. He is going to make up his turn on Saturday.)

9. Let the child know when the issue is over. Discipline should be linked to only one misbehavior or issue, then dealt with and let go. (Go to your room for 10 minutes. After your time out, you can come back and have dessert with us.)

10. Don't hold a grudge. If the issue is still unresolved, take further steps. Be open about your feelings, but do not dwell on negative ones or seek to use them for revenge. (I was very angry when you broke my clock, but now that you are saving up to get it fixed, I feel much better about it.)

Source: Ingrid Chalufour and Marjorie Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education).

SURVIVAL SKILLS FOR THE OPEN TRAIL OF LIFE!



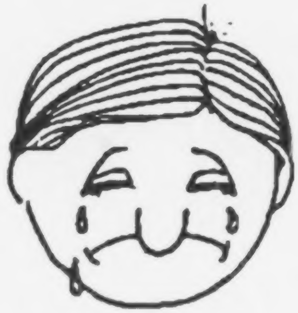
Source: M. Bianchi, *Single Mother's Resource Guide*. (Omaha, Nebraska: Head Start Development Corporation, 1982).

BEST COPY AVAILABLE

HELPING PREVENT CHILD ABUSE

Talk with your children about their rights.

1. The right to say NO when asked to do something that doesn't feel good.
2. The right to tell a secret if it feels dangerous or scary, or was promised under threat.
3. The right not to be touched in a way that feels uncomfortable to them.
4. The right to specific "safe" people and places to go to for help and protection.
5. The right to talk about their feelings, confusions, and fears.
6. The right to accurate information about their own bodies.
7. The right to know who is really responsible, in the event of an abuse episode.



Source: Ingrid Chalufour and Marjorie Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education).

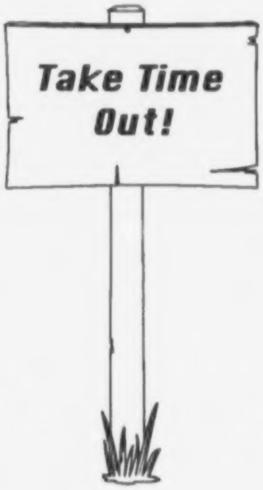
12 ALTERNATIVES TO WHACKING YOUR KID

When the big problems of your everyday life pile up to the point where you feel like lashing out--stop. Take time out. Don't take it out on your kid. What other suggestions can you add to those listed below?

---

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to 10. Better yet, 20. Or say the alphabet aloud.
4. Phone a friend. A relative. Even the weather.
5. Punch a pillow. Or munch an apple. Knead some yeast bread.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups. Take a walk. Do aerobics.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath. Or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite record.
12. Water your plants.

TAKE TIME OUT. DON'T TAKE IT OUT ON YOUR KID.


Take Time Out!

Source: *Life Skills Curriculum*, Vocational Sex Equity. Michigan Department of Education.

CASE STUDIES: SEXUAL CHILD ABUSE

Directions: Read each case study and answer the questions.

Case Study 1: Joan was suspicious of her husband Jim, 43, who had always been close to Susan, his 13-year-old daughter from a previous marriage. Joan repressed her concern. She worried about projecting her doubts to Susan. Joan had been molested as a child by two older brothers. "I'll tell myself I was just being jealous," she says. Susan never acted afraid of him. She always wanted to be with him. Finally Joan confessed her fears to Jim. The fact was that Jim had been molesting Susan for more than ten years.

1. What would you do in this situation if you were Joan, Susan, or Jim?

2. What support would you give to Susan if she were your friend?

3. If you were Joan, how would you feel toward your husband?

4. How do you think Susan feels?

Case Study 2: Tina, 14, was called to her school counselor's office to talk about her failing grades. In the course of the interview, Tina confided that she was pregnant. When the counselor advised her to discuss her fear with her parents, Tina became hysterical. Between sobs, she said that she had been having intercourse with her father, a prominent local attorney, since she was 11 years old. She said he threatened to send her to jail if she ever told anyone--especially her mother, who has suffered for years from a heart condition. Now she is afraid to go home.

1. If you were the counselor, what would you do?

2. If you were Tina's mother, would you believe her?

3. If the father denies any knowledge of this, how can you arrive at the truth?

4. What community agencies could provide support for Tina?

Source: Jefferson County Public Schools and the Kentucky Department of Education, *Prevention of Family Violence*. (Frankfort, Kentucky: 1989).

PREVENTING SEXUAL ABUSE

Protecting children from sexual abuse involves both teaching children to protect themselves and taking steps to protect children. Here are some steps to take to help prevent sexual abuse of children.

I. TEACH CHILDREN:

1. That no one has the right to touch private parts of their bodies or make them feel uncomfortable. THEY HAVE THE RIGHT TO SAY "NO."
2. That adults do not come to children for help. Adults ask adults for help.
3. Never to get into a car without your parent's permission. Do not go near a car that has a stranger who is trying to get you to come near or get into the car.
4. To tell you of any unusual discussion or strange requests by other persons.
5. To tell you when any adult or older child asks them to keep a "secret."
6. To tell you of gifts and money given to them.
7. Never to go into someone's home without your parent's permission.
8. To tell you of any situation where a statement or gesture is made about sex or love.
9. Never to admit to anyone over the telephone that they are home alone.
10. Never to answer the door when alone.
11. That you will always believe them about being molested and will protect them from further harm.
12. To use the telephone. Make sure your children know your area code and phone number, and how to make a collect call.

CONCERN: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module: Understanding Levels of Development

5.21

Outcomes:
- Identify basic needs of human beings
- Analyze the consequences of met and unmet needs on the lives of children
- Describe the physical, emotional, social, and intellectual growth patterns of children
- Set realistic expectations for children based on a knowledge of development
- Accept individual differences and the uniqueness of each child and family member
- Identify strategies for fostering various types of development
- Analyze the parent's role in communicating a positive attitude and responsible sexual behavior in children from birth to adulthood

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Needs of Children	💡	a. Meeting in small groups, view pictures of children of various ages, races, and handicaps. Brainstorm what each child needs. Share lists. *Discussion Questions* • *What needs do these children have in common with each other?* • *What needs do these children have in common with adults?* • *Who is responsible for meeting these needs?*
	PROBLEM	b. Using resources, describe types of human needs such as those listed below. Share ways in which you help your children meet these human needs. (1) Physical (2) Safety (3) Love and Belonging (4) Recognition (5) Self-actualization
		c. Copy various needs on cards and put in a paper bag or box. Select a card, read it aloud, and tell what a parent could do to provide for that need. Discuss the consequences of not meeting and meeting each need.

CONCEPT	PROCESS SKILLS	STRATEGIES
2. Levels of Development	PROBLEM	a. Working in small groups, remember back to your own childhood at each stage of development listed below. Recall the best and worst experiences that you remember. (1) Preschooler (2) School-aged (3) Teenager *Discussion Questions* • *What were the issues you faced as a child at each stage?* • *What was your parent's role at each stage?* • *How do parents know what to expect of their children?* • *Where do you get information about your child's development?* b. Using resources, identify the stages of development. For each stage, discuss the ways in which a child would have to grow up in order to move to the next stage. Discuss the challenges for parents in coping with the transitions between stages of development. *Discussion Questions* • *What is the parent's role in stimulating development at each stage?* • *How does your work as a parent change as your child grows?* • *How do parents adjust to changes in a child's stages of development?* • *What are the similarities and differences between parenting at these stages of development?* c. Bring in family photos and share with the class. Discuss levels of development evident in the photos and what the photos illustrate about development. d. Make a poster about your child, illustrating his or her level of development. Use pictures and words to describe how your child behaves and his or her developmental capabilities. Use the questions below to evaluate your own child's level of development. (1) What is the age of the child? (2) What are some physical traits of the child? (3) What are some social and emotional traits? (4) What are three challenges a child of this age must meet? (5) What does a child of this age need most from a parent?

CONCEPT	PROCESS SKILLS	STRATEGIES
		Discussion Questions • *What amazes you most about your child right now?* • *What can your child do that he or she couldn't do six months ago?* • *How do you feel if your child is not doing what other children his or her age are doing?*
3. Realistic Expectations		a. Working in small groups, select a developmental stage such as infants, toddlers, preschoolers, school-aged, or teenagers. Create a collage of pictures and words describing that stage, including expectations for behavior and positive and negative aspects of that stage of development. Share each collage with the class. Discuss similarities and differences between the stages depicted.
		b. Make a time line indicating the life of a child. Place the behaviors listed below on the time line based on when you feel an average child should be able to accomplish each task. (1) Be toilet trained (2) Stay at home alone (3) Clean own room (4) Drive a car (5) Understand right from wrong (6) Ride a bike (7) Walk (8) Eat without making a mess (9) Read (10) Hit a baseball *Discussion Questions* • *What happens when a parent expects more than what his or her child is developmentally capable of doing?* • *What happens when a parent is unaware that his or her child is developmentally lagging behind?* • *How will knowing what to expect from children at each age help parents meet their needs?*
4. Influences on Development		a. Using resources, identify factors, such as those listed below, that affect how children develop. Explain how these factors can influence development.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Nutrition (2) Exercise (3) Gender (4) Environment (5) Position in the family (6) Emotions (7) Heredity, race, and nationality
		b. Read each of the situations below and describe how the child's development might be affected. Explain what could be changed in each situation to enhance the child's development. (1) A mother leaves a six-month-old in an infant seat all day, every day. (2) A five-month-old child lives five miles from her nearest playmate. (3) A mother constantly tells her three-year-old daughter that she is stupid. (4) A four-year-old boy must be very quiet because his parents work different shifts and someone is always sleeping.
5. Physical Development		a. Using the **Physical Development Chart (p. 103),** discuss the physical development of children at different age groups.
	⟳	b. Using resources, identify ways to promote the physical development of each of the age groups listed below. (1) Infants (2) Toddlers (3) Preschoolers (4) School-age
		c. Using resources, identify the physical and psychological characteristics indicating readiness for toilet training. Share personal experiences about your children regarding the development of this physical skill.
		d. Using resources, identify strategies for toilet training your child.
6. Emotional Development		a. Review **Social and Emotional Development Chart (p. 104).** Discuss the developmental levels of your own children.

CONCEPT	PROCESS SKILLS	STRATEGIES
	PR	b. Draw cartoons illustrating ways children express emotions.
		c. Brainstorm examples of situations in which parents must deal with emotional outbursts. Role-play alternative ways to handle each situation.
		d. Working in small groups, brainstorm a list of children's fears. Share your own memories of childhood fears. *Discussion Questions* • *How did your parents react to your childhood fears?* • *What similarities or differences exist between your fears and your child's fears?* • *How do you respond to your child's fears?*
		e. Read **When Your Child is Afraid. . . (p. 105)**. Discuss which strategies you would be most likely to use as a parent.
7. Social Development		a. Recall an experience from your childhood when your parents were trying to teach you good manners. Discuss the methods they used to get you to cooperate.
		b. Brainstorm traits of socially acceptable behavior. Discuss who affects how children learn socially acceptable behavior and why such behavior is important to families, schools, and society.
8. Intellectual Development		a. Review **Intellectual Development Chart (p. 106)**. Discuss how this development could be stimulated.
		b. Using resources, chart language development.
		c. Invite a school counselor or school psychologist to discuss IQ tests and the meaning of an IQ score.
		d. Using resources, identify signs of learning disabilities and discuss ways parents can find out if their child has a learning disability.
9. Sexual Development		a. Using resources, identify the characteristics of sexual development in children.
		b. Working in small groups, list reasons why it is difficult to talk with your children about sex. Classify each of the reasons in one of the groups below.

CONCEPT	PROCESS SKILLS	STRATEGIES

(1) Social messages that discourage talking about sex
(2) Family messages that discourage talking about sex
(3) Religious teachings that discourage talking about sex
(4) Media messages that discourage talking about sex

Discussion Questions
- *How do people learn to avoid talking about sexual issues?*
- *How can family members communicate that it is not okay to discuss sexual issues?*
- *How can these barriers be overcome?*

c. Read **Communicating with Children About Sex (p. 107).**

Discussion Questions
- *How did you get information about sexuality issues when you were growing up?*
- *How did you feel about your own sexual development as a child?*
- *How do your own experiences influence your actions as a parent?*

PR

d. In small groups, select one of the case studies below. Use practical reasoning to decide how you would respond to each situation. Share your responses with the class.

(1) You come home after work to find your 15-year-old son and his girlfriend watching television. When you walk through the door, they are lying together on the floor. He doesn't have a shirt on and her shirt is unbuttoned.
(2) While doing the laundry, you find several pornographic pictures stuffed in your 11-year-old son's shirt pocket.
(3) You notice that your 10-year-old daughter's breasts are beginning to develop. She seems embarassed and is wearing big shirts to cover her body.
(4) Your four-year-old, upon seeing a pregnant woman, asks "How did that baby get in there?"
(5) You find your 5-year-old daughter playing doctor with your neighbor's son, who is 6 years old.

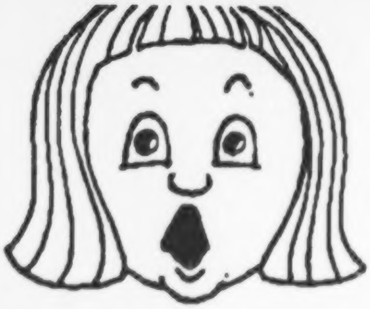
e. Review **Talking with Children About AIDS (p. 108).**

PHYSICAL DEVELOPMENT CHART

INFANT AGE: 0 - 12 MONTHS	TODDLER AGE: 1 - 3 YEARS	PRESCHOOL AGE: 4 - 6 YEARS	SCHOOL AGE AGE: 6 - 12 YEARS
Movement • Moves from sleeping 22 hours a day to rolling over to sitting to crawling to walking alone • Learns to pick up and hold small objects Growth • Grows rapidly Eating • Goes from milk to other liquids to strained foods to some table foods	Movement • Increases to walking, hopping, jumping, climbing • Improves in manipulative skills • Masters small tricycle or scooter • Learns to hold pencil or crayon • Learns to be independent in dressing Growth • Growth and appetite gradually decrease Eating • Learns self-feeding • Eats table foods • Has same nutritional needs as everyone	Movement • Develops balance and coordination • Rides pedal toys • Climbs jungle gyms • Learns to skip • Increases in use of small muscles (holds pencil) • Establishes handedness • Can throw and catch a ball • Learns to use finger well Eating • Appetite may diminish • Can use spoon and fork	Movement • Becomes better coordinated • Enjoys sports, roller skating, organized games • Improves small muscle skills • Prefers running to walking Eating • Same meals as other people • Grows slowly, appetite may be small

SOCIAL AND EMOTIONAL DEVELOPMENT CHART

INFANT AGE: 0 - 12 MONTHS	**TODDLER AGE: 1 - 3 YEARS**	**PRESCHOOL AGE: 4 - 6 YEARS**	**SCHOOL AGE AGE: 6 - 12 YEARS**
• Develops security and trust if needs are met • Moves from smiles to coos to recognizing faces and imitating sounds • Interaction revolves around immediate family	• Is very curious • Shows emotions loudly; has little self-restraint (temper tantrums) • May have fears, but can learn to cope with them by age 3 • Develops a mind of his/her own, autonomy (ages 2-3) • Is mainly interested in self, but discovers enjoyment in helping others • Plays parallel to other children	• Asks why, how • Identity is influenced by family and friends • Becomes protective of siblings • Learns concept of fair play • Engages in make-believe play • Strives for independence • Resents directions • Is learning to give and share • Develops initiative	• Is industrious, learns to make and build • Wants and needs approval of adults and peers • Becomes more socially independent • Is sensitive to what others think • Is very conscientious • Improves social skills • Enjoys group activities



WHEN YOUR CHILD IS AFRAID. . .

Talk with your child about the frightening situation. Let your child talk with you about anything–even sensitive subjects. Do not create an atmosphere in which your child feels guilty or ashamed if he or she brings up a touchy subject.

Allow your child plenty of time to talk over fears. Do not push your child into a scary situation. Forcing him or her to stay in a dark room will only intensify the fear of the dark.

Accept your child's fears, feelings, and reactions. Do not deny what your child is fearing; these fears are very real to him or her. Ridiculing or shaming children will make them hide their feelings from you.

Tell your child the truth about frightening events. "Yes, the shot needle may hurt you. It's O.K. to yell and make faces, but you need to hold still." Do not deceive your child about stressful or frightening events. Providing information about the hospital (or death or divorce) is not harmful to your child; being deceitful is.

Involve your child in decision-making and problem-solving about frightening situations. This will enhance his or her feelings of power and competence. Ask, "What do you think would help you when you are afraid?"

Give your child books to read about other children experiencing fears. And let your child use art and puppet play to express feelings and rehearse solutions to frightening situations.

Suggest ways your child can cope with fears. "Some people who are afraid of the dark carry a flashlight or use a night light. What would make you feel better?" Do not limit your child's options for adaptive behaviors by emphasizing the negatives. "Don't cry!" "Don't act like a baby!" Instead, suggest what your child can do.

Source: Purdue University Cooperative Extension Service, *Helping Children Overcome Fears*. (West Lafayette, Indiana: Purdue University Cooperative Extension Service).

INTELLECTUAL DEVELOPMENT CHART

INFANT AGE: 0 - 12 MONTHS	**TODDLER AGE: 1 - 3 YEARS**	**PRESCHOOL AGE: 4 - 6 YEARS**	**SCHOOL AGE AGE: 6 - 12 YEARS**
• Learns through senses • Learns to understand some words • Moves from crying to communicate all needs to babbling and cooing to saying a few words • Develops in eye-hand coordination • Throws objects • Does not recognize danger • Cannot reason	• Uses trial and error (ages 1-2) • Attention span increases • Vocabulary increases • Develops a sense of time and space • Can sort objects by color and shape • Begins make-believe play	• Can understand rules of some games • Can print name • Improves problem-solving skills • Interests expand • Seeks information • Vocabulary increases up to 2200 words	• Increases understanding, vocabulary • Accepts idea of rules • Understands value of money • Is able to consider alternatives • Increases attention span • Is able to detect problems and find solutions • May enjoy reading books

COMMUNICATING WITH CHILDREN ABOUT SEX

- **Answer questions as they come up.** Don't put them off - your child may not ask again.

- **Listen carefully to all questions.** Make sure you understand what is being asked, and respond directly and honestly.

- **Anticipate your child's questions, then practice your responses ahead of time.** Become familiar with typical sexual questions and behaviors that occur at various ages. This will reduce the chance of being "caught off guard."

- **If you're feeling embarrassed or uncomfortable, say so.** Acknowledging your own discomfort allows your children to acknowledge theirs.

- **Use specific and correct terminology.** Of course, parents and children need a common vocabulary. If your child only knows the slang terms, be sure to translate. Then encourage the use of proper terms.

- **Initiate the conversation.** Use "teachable moments" - everyday, naturally occurring events. Books, news articles, and T.V. shows can be wonderful discussion starters.

- **Be clear about your values.** This doesn't mean "be judgmental." Children want and need to hear the family's values around sexual issues. They also need to know that their opinions and feelings are respected.

- **Be concerned about telling "too little, too late" rather than "too much, too soon."** Provided in an open, honest, and loving manner, information need not cause fear or encourage experimentation. **Remember: Your children are hearing about sex everywhere else. They deserve to hear it from you.**

- **Establish an environment where children feel free to ask questions.** Let them know that you honor their right to be informed about sexuality.

Source: Planned Parenthood Association of Lane County, Oregon.

TALKING WITH CHILDREN ABOUT AIDS
What They Need to Know. . . and When

You never thought you would have to talk to your child in such explicit terms. But at this time, there is no vaccine or medicine to prevent or cure AIDS. The only protection you can offer your child is education. Surely you want to offer that.

Preschool (through age 4)

At this stage, children are intensely interested in body parts, functions, and male/female differences. It's an ideal time to establish an atmosphere that encourages open communication about sexual issues. Demonstrate your willingness to discuss any questions or concerns they may have. Specific to AIDS, tell them that it is a serious disease, and there is little danger that they will get it.

Young Children (5-8)

Young children should understand the importance of personal hygiene in reducing the risk of illness. Explain that:

- Some diseases, like AIDS, can spread from person to person.
- AIDS is caused by a virus that gets into a person's blood. (Since children need concrete examples, you might say "The virus can spread if a person infected with AIDS virus pokes himself with a needle, and then an uninfected person pokes himself with the same needle.")
- People do not catch AIDS through casual contact (hugging, shaking hands, sharing food, sitting next to someone with AIDS).

Preteen (9-12)

By this age, children need more-detailed information about AIDS and high-risk behaviors. They should know all of the above, plus:

- AIDS can be transmitted by sharing IV drug needles
- The AIDS virus can be found in body fluids such as blood, semen, and vaginal secretions; it can be spread during vaginal and anal intercourse as well as through oral sex.
- People can protect themselves by abstaining from sex and not using IV drugs.
- Condoms help reduce the risk of AIDS for people who are sexually active.

Granted, it's difficult to discuss these issues. Yet consider it an ideal opportunity to express the important values you wish to teach to your children.

Teenagers (13-19)

This is the time when social pressure to experiment with sex and drugs can be strong. Teenagers must know all of the above, plus:

- Abstinence and monogamy are keys to the prevention of AIDS.
- Safer sex practices must be used for all sexual relations which are not with a long-term and trusted partner.
- Sex with multiple partners carries high risk of infection with the AIDS virus as well as other sexually transmitted diseases.
- IV drug use is a high-risk activity; AIDS can spread through the sharing of hypodermic needles.

Remember: *Your children will hear about AIDS, whether you tell them or not. There are a lot of advantages to having you tell them. Why not begin today?*

Source: Planned Parenthood Association of Lane County, Oregon.

CONCERN: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module: Meeting Play Needs

Outcomes:
- Explain the importance of play to physical, social, emotional, and intellectual development
- Establish a clean, well-organized home environment that encourages play and learning
- Select appropriate toys for each developmental level
- Create ideas for household items that can be used as inexpensive toys
- Describe the value of reading aloud to children
- Evaluate children's books appropriate for various developmental levels
- Assess the value of television as a use of children's playtime
- Create family rules and strategies for viewing television

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Value of Play		a. Meeting in small groups, share enjoyable play experiences from your childhood. Then share ways that your own children like to play, mentioning such things as favorite toys, games, or activities. Discuss how these experiences affect a child's growth and development. *Discussion Questions* • *When you were young, did your parents encourage you to play?* • *In what ways do you encourage your children to play?* • *Do you engage in your child's play activities? Why or why not?* b. Read **Play is. . . (p. 114).** Discuss the benefits of play for children. c. Using resources, identify the functions of play in the development of young children. Collect pictures of children involved in different kinds of play. Explain how each type of play promotes intellectual, physical, emotional, and/or social growth in the child. d. React to the statement, "Play is a child's work."

CONCEPT	PROCESS SKILLS	STRATEGIES
2. Play Environment	💡	a. Draw a house. Have members of the class indicate on the house where they would like to play. Discuss the importance of having a place to be free to play. b. Using resources, identify the characteristics of a good play environment for children. These characteristics might include the ones listed below. (1) Safe (2) Clean (3) Age-appropriate materials (4) Structure (5) Variety (6) Interaction
	PR	c. Working in small groups, plan a play environment suitable for one of the age groups listed below. Present your plans to the class. (1) Infants (2) Toddlers (3) Preschoolers (4) School-agers *Discussion Questions* • *What are similarities and differences in the needs of the different age groups?* • *What are the benefits of having children of different ages sharing the same play environment? Disadvantages?* • *Which of the plans would be best for your child? Why?*
3. Toys	🔄	a. Make a display of toys. Select a toy and explain whether or not you think your child(ren) would enjoy this toy. Discuss how this toy would enhance development. b. Distribute **Toys May be Hazardous. . . Choose Wisely (p. 115-116)** and discuss. c. Complete **Toy Selection Checklist (p. 117)** and discuss benefits of the toys. d. Group a display of toys as to the age level for which they would be appropriate. Discuss reasons for your grouping.

CONCEPT	PROCESS SKILLS	STRATEGIES

e. Review **Material for Play Activities (p. 118)**. Working in small groups, brainstorm free or inexpensive materials that could be used for educational toys. The list might include things such as egg cartons, empty containers, cardboard tubes, old clothes, pine cones, jewelry, beads, feathers or boxes. Share ideas with class.

f. Use inexpensive materials and make a toy for a child. Share your toy with the class and explain how you made the toy, what materials you used, how you feel the toy should be used, and for what age child the toy would be appropriate.

g. **Parent-Child Interaction:** Using resources, identify recipes for making the play materials listed below. Make the materials with your children and then use them together with your children in playtime.

(1) Play dough
(2) Finger paint
(3) Goop dough
(4) Paste

h. Make a collage of popular toys and list the skills those toys may develop. Using criteria, determine the worth of these toys.

4. Books

a. View a display of children's books. Identify those you would like to share with your child and explain why you selected them.

Discussion Questions

- *Did your parents read to you as a child? Why or why not?*
- *What factors would influence whether or not a parent would read to his or her child?*
- *Is reading to your child important? Why or why not?*

b. Using resources, identify criteria for evaluating children's books. Prepare a list of books that would be appropriate based on your evaluations.

c. Using resources, identify suggestions for reading books to children, such as those listed below. Working in small groups, practice reading children's books aloud.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Ask questions to hold the child's interest (2) Pause to allow children to fill in a word or phrase d. **Parent-Child Interaction:** Read a book to your child or tell the story by looking at pictures. Share your child's reaction with the class. e. Visit your community library and identify the services they provide to promote reading. f. Write and illustrate a child's book that deals with an area of interest to your child. Specify the developmental level for which the book is appropriate. g. **Parent-Child Interaction:** Write a story with your child, using words and pictures.
5. Television	PROBLEM	a. Discuss the consequences of the following statistics: (1) 98% of U.S. homes have at least one television set and nearly half of them have two or more. (2) Toddlers view more than 30 hours of television programming a week. (3) Children under the age of 12 average 25-28 hours of television a week. (4) Saturday morning television accounts for only 16% of television viewing. (5) The average high school graduate will have logged 20,000 hours of television viewing and 11,000 hours of school. (6) Children spend more time watching TV than any other activity except sleeping. *Discussion Questions* • *Do you believe that children watching TV is a problem in our society? If so, what can you do about it?* • *What would happen if these trends continue?* • *What can you do about monitoring the television viewing in your home?*
		b. Read **Twenty Tips for Taming--And Teaching With--TV (p. 119).** Discuss those actions you can take to make the best use of television. c. Read **Take Control of Your TV (p. 120)** and discuss what you would do as a parent to bring about better television programming for children.

CONCEPT	PROCESS SKILLS	STRATEGIES

d. View a television program for children and evaluate it, using the following questions.

(1) What might a child learn from watching this program?
(2) Does the program encourage a child to think for himself or herself?
(3) Does the program convey acceptable values?
(4) How does the show contribute to physical, cognitive, and/or social development?
(5) Does the show portray sex-role and ethnic-group stereotyping?
(6) Is it reasonable to believe the child will understand the content of the show?

e. List on the board behaviors parents want their children to demonstrate. Look through a schedule of television programs and discuss the television shows that demonstrate those behaviors. Discuss how television promotes or does not promote positive behaviors.

f. **Parent-Child Interaction:** Watch a television show with your child and note the reactions you observe. Discuss your observation with the class.

g. View a cartoon and tally the number of times you observe a violent act and the number of times you observe an act that you would want your child to imitate. Discuss some of the actions that you tallied.

Discussion Questions
- *What was the difference in the number of violent acts compared to the number of role-model actions?*
- *Does violence on TV influence violent behavior in children?*
- *Do the role models influence your children? In what ways?*

h. List values you believe are being taught through television (example: It is acceptable to break rules if the bad guy is caught). Assign each a rating according to the rankings below. Discuss why a parent should be concerned about the values that are in television programs for young children.

5- Want to encourage this value
4- Value OK
3- Neutral
2- Don't want child to hold value
1- Want to discourage value

PLAY IS. . .

PRETENDING – to make believe, create, or imitate some imaginary person, place, or thing

MAKING INTERESTING THINGS HAPPEN – to participate or to act in response to curiosity

EXPLORING – to look closely for the purpose of discovery

EXPERIMENTING – to test something for the purpose of discovering something unknown

CREATING – to bring about something new through one's thought or imagination

PERSISTING – to continue to last or endure for some purpose or action

PAYING ATTENTION – to concentrate or to deeply apply oneself

MAKING CHOICES – to select or to prefer something or some activity

PRACTICING – to repeat for the purpose of acquiring a skill

SHARING – to give or receive a part of something

FEELING "IN CHARGE" – to experience the sensation of being in command

HAVING FUN – to be playful or experience amusement

LEARNING – to obtain knowledge through experience, practice, or study

Source: V. Richardson, *Family Ties*. (Worthington, Ohio: Ohio Coalition for the Education of Handicapped Children, 1990).

TOYS MAY BE HAZARDOUS . . . CHOOSE WISELY

AGE AND INTERESTS	HAZARDS	SUGGESTIONS
Under 1 **Age of Awareness**	Avoid toxic, heavy breakable toys…sharp edges that might cut or scratch…small attachments that might come loose and be put into ears, nose, or mouth	Bright colored objects hung in view…squeak toys… Sturdy, nonflammable rattles, washable stuffed dolls with embroidered eyes, colored balls…cups, objects to chew on
1 to 2 **Investigative Age**	Avoid small toys that may be swallowed…flammable objects…toys with small removable parts…poisonous paint on any object… stuffed animals with glass or button eyes	Rubber or washable squeak toys and soft stuffed dolls or animals… blocks with rounded corners, push-and-pull toys with strings or round handles…nests of blocks
2 to 3 **Explorative Age**	Avoid anything with sharp or rough edges that will cut or scratch…objects with small removable parts… poisonous paint or decoration… marbles…beads…coins… flammable toys	Sand box with bucket, shovel & spoon…large peg boards…wooden animals… cars & wagons to push… tip-proof kiddie cars & tricycles…large crayons.. low rocking horse…small table & chair. Simple musical instruments
3 to 4 **Imitative Age**	Avoid toys that are too heavy for child's strength… poorly made objects that may come apart, break, or splinter…sharp or cutting toys…highly flammable costumes, electrical toys	Small broom & carpet sweeper…toy telephone… dolls with furniture, buggy, dishes…miniature garden tools…trucks & tractors, nonelectrical trains…drum… clothes, building blocks
4 to 6 **Beginning of Creative Age**	Avoid shooting or target toys that will endanger eyes…ill-balanced mobile toys that may topple easily … poisonous painting sets… pinching or cutting objects	Blackboard and chalk…construction sets…. paints & paint book … small sports equipment… skipping rope, wash tub & board…paper doll set
6 to 8 **Beginning of Dexterity Age**	Avoid nonapproved electrical toys…anything too large or complicated for child's strength & ability…sharp edged tools…poorly made skates…shooting toys	Carpenter bench & lightweight usable tools…sled… construction sets…roller skates…kites…approved electrical toys…play store… playground equipment…puzzles

8 to 12 Specialization of Tastes and Skills	Avoid air rifles, chemistry sets, dart games, bows & arrows, dangerous tools & electrical toys UNLESS used under parental supervision	Hobby materials, arts & crafts, photography, coin & stamp collections, gym & sport equipment, bicycle, (UL) approved train set

Toy Hazards

In our modern, technological society, parents are usually unaware of the construction and potential hazards of many of the toys that they buy or that are given to their children. How are they to know...

. . . that the oven designed for little girls heats to over 600 degrees, hot enough to cook a little girl as well as little cakes and pies?

. . . that the cuddly teddy bear has eyes attached with prongs that baby can pluck out and convert into miniature bayonets?

. . . that a particular baby rattle can come apart, unsheathing ugly stickpins and releasing the small particles that "rattle" for a child to put into his mouth?

National Safety Council Toy Service

If a parent or other interested person thinks a child has a dangerous toy, he should contact the toy safety specialist, The Home Department, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611. Please include your name, the brand name of the toy, and the manufacturer's name and address, if possible. Specifically outline the problem with the toy. If the child actually has had an accident, it should be described in detail.

The National Safety Council then will forward the information to the manufacturer and work with it to eliminate the hazard.

Adapted from National Safety Council, "Toys May Be Hazardous…Choose Wisely." (Chicago, Illinois.)

TOY SELECTION CHECKLIST

Directions: From a display of toys, choose three that are designed for your child's age level. List the three toys and their approximate cost below. Use the checklist to evaluate each toy by placing a check mark.

Name of Toy

Toy #1 ________________ Cost ________

Toy #2 ________________ Cost ________

Toy #3 ________________ Cost ________

	TOY #1	TOY #2	TOY #3
1. Build muscle coordination			
2. Free from rough edges, sharp points, and/or parts that can be swallowed			
3. Durable			
4. Usable in a variety of ways			
5. Actively involves the child in play			
6. Encourages creative use of the imagination			
7. Does what it is supposed to do			
8. Helps language development			
9. Encourages play with other children			
10. Challenges rather than frustrates the child			
11. Age labeled			
12. Made with safe materials (nontoxic paint, flame retardant for fabrics)			
13. Washable/cleanable			

Choose the toy that would be the best buy for your child. Discuss your selection with the class and identify those toys that were selected most often and the length of time the toy or materials will be of value to your child.

MATERIALS FOR PLAY ACTIVITIES

The materials for play need not be complicated or expensive. Many household items or homemade toys can stimulate creative-play activities.

Art for children:

1. Easel painting can be done individually or in groups on paper that is attached to a fence outside or on newsprint rolled out on the floor.

2. Use clay or make your own play-dough

   Play-dough
   1 cup salt 1 cup water
   2 1/2 cups flour 4 teaspoons salad oil
   food coloring
   Mix all ingredients together. Knead like bread dough. Divide. Then add food coloring.

3. Make your own finger paint. For a different feel, mix with soap, add corn meal, or make into a collage after finished finger painting.

   Cornstarch Finger Paint
   8 parts water
   1 part cornstarch
   food coloring

   Bring water to boil. Add coloring, being sure to make color slightly darker than desired for the finished paint. Dissolve the cornstarch in a little cold water. Then add cornstarch mixture to boiling water. Mixture will become clear and transparent. Cool the paint. It will be slightly thicker after it is cooled.

4. For eye-dropper painting, fold finger paint paper or another hard-finish paper in half. Next, drop different colored paints onto the paper with eye droppers. Then refold and rub with the hands. You may also use any small hard object to stamp on paper while the paper is folded after being rubbed.

5. For string painting, fold finger paint paper or another hard-finish paper in half. Dip string into paint mixture. Place string on the paper with the clean end sticking out from the edge of the paper. Next, place a magazine upon the paper; hold the magazine down tight and pull the string out.

6. To block or potato print, cut potatoes or empty thread spools to use as printers. Place sponge or paper towel in a shallow lid; pour in paint; place block printer on sponge and then stamp on paper.

7. For sponge printing, do the same as above except use different-shaped, cut, or ripped pieces of sponge as the printers.

Dramatic play props:
Hats, dresses, purses, vests, ties, and trousers can be used for dressing up in character.
Furniture can be cut down for doll house play.

Sources of materials:
Salvage stores: Silverware and utensil boxes and trays are useful for storage and presentation of craft materials.
Army surplus stores: Trench digger shovels, canteens, goggles, instrument panels, and tarps are available, as well as plastic ponchos, which make excellent apron material.

Source: H. Westlake, *Parenting and Children*, 1984. By permission of Prentice Hall, Needham, MA.

TWENTY TIPS FOR TAMING -- AND TEACHING WITH -- TV

compiled by Oralie McAfee

Ten Tips for Taming

1. Put TV in an out-of-the-way place.
2. Have interesting things to do that are more attractive than the television show.
3. Be a good model. Limit your own TV watching.
4. Discuss shows and commercials with your children.
5. Agree with your children on the amount of time they will watch per day, then let them choose from selected shows the ones they want to watch.
6. Explain to them why you don't want them to watch too much, or why you don't want them to watch certain shows.
7. Be firm in sticking by your decisions, but don't argue.
8. Don't use "all right, just for that you can't watch TV" as punishment.
9. Select specific good shows to watch. Turn on TV to watch them, then turn it off. Don't leave it on as background.
10. Praise children when they are involved in activities other than watching television.

Ten Tips for Teaching

1. Select programs carefully.
2. Watch and talk about them with your child and the whole family.
3. Watch and support your local educational television station.
4. Prepare for and follow-up interesting programs with related books, articles, and activities.
5. Talk about and help children separate make-believe and real life.
6. Talk about different ways TV characters could solve their problems.
7. Use TV to help children learn letters, numbers, and words.
8. Compare the newspaper report of a specific news event with the television report.
9. Compare the news stories with real life.
10. Relate television shows to what the children are studying--geography, history, social studies, science, literature, and so on.

Source: Columbus City Schools' Family Life Education Program, Columbus, Ohio.

TAKE CONTROL OF YOUR TV

Tommy, age 4, knows how to spell "relief": R-O-L-A-I-D-S. Kimberly, 6, can say "hello" in Spanish and French. Jennifer, 3, thinks all doctors are men. David, 4, flawlessly recites the ABCs.

Tommy, Kimberly, Jennifer, and David represent the nation's children. Like their peers, they watch an average of 26 hours of television every week. Like many kids in America, they learn about life from the images that flicker constantly across the rectangular screen in their home.

But what are they learning? The question continues to nag parents, teachers, and child-development experts.

For many years people were concerned about the effects of TV violence on children's behavior, and of TV commercials on their dietary habits and buying demands. In response to pressure from the public and from special-interest groups, broadcasters have reduced commercial time on weekend kid shows. But as recently as 1981, industry representatives argued that the violence issue is not genuine, despite much accumulated data to the contrary.

Today a larger question dominates discussion of television's impact on children: **Does TV, which is so much a part of life in the United States, stimulate growth and learning in children or is it turning our youngsters into a generation of zombies?**

First, realize you are not alone in the struggle to understand and affect television viewing and programming; many organizations and resources are available to help. Second, realize you have options.

- You Can Limit Viewing Time: Cutting down to fewer than 10 hours a week makes sense for most families; possible exceptions are bedridden children. Experts suggest no TV for preschoolers, and up to only seven hours a week for older youngsters.

- You Can Choose What Will Be Watched: Watch programs--not television--and limit young children's viewing to the kinds of programs they can deal with.

- You Can and Should Watch TV with Your Children: You should know what they are watching so you can ask questions about the programs and turn the session into a learning experience. Also, provide explanations of what is happening on the TV screen.

- You Can Teach Your Children to be Critical Viewers: Point out to them what is real and what is not. Make sure they understand there are different types of TV programs.

- You Can Get Involved with the Broadcasting Process: Learn how you can become part of cable TV in your area. Learn about closed circuit possibilities in your school system. Find out if your library or local public broadcasting station offers participatory TV activities for kids.

- You Can Demand Better Programming for Your Children: Public airways are owned by the public. As a parent, you have the right and the responsibility to voice opinions about programs available for kids and to demand better programming for them.

Source: Columbus City Schools' Family Life Education Program, Columbus, Ohio.

CONCERN: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module: Meeting Nutritional Needs

Outcomes:
- Analyze factors affecting food choices
- Assess the impact of parental eating habits on the development of children's eating habits
- Select nutritious food for children
- Analyze the consequences of healthy and poor nutrition for children
- Evaluate sources of nutrition information
- Establish guidelines for mealtime routines that promote good health and positive family relationships
- Plan snacks to meet the nutritional needs of children
- Create strategies for involving children in the selection and preparation of nutritious foods

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Factors Affecting Food Choices	PROBLEM	a. Read the situations below and identify influences on the children's eating habits. (1) Lynn is a recipient of food stamps, but frequently runs short each month. She enrolled in a nutrition education program that will assist her in planning meals for her three children. (2) Tarronda comes home after school each day and watches television. She is alone until her father gets home from work. Since she is often bored, she snacks constantly. (3) Raymond's mother doesn't like to cook and rarely has food for him to eat at home. She usually sends Raymond over to the carryout store on the corner to buy something when he's hungry. (4) The babysitter knows three-year-old Rhonda doesn't like to take time out from playing to eat lunch, so when she serves Rhonda lunch, she makes a sandwich that looks like a face. (5) Vanessa sleeps in late in the mornings, and her ten-year-old son must get himself ready for school. Consequently, he doesn't eat breakfast and gets hungry and distracted during class. *Discussion Questions* • *What were the eating habits of your family when you were a child?*

CONCEPT | PROCESS SKILLS | STRATEGIES

- *How have those habits affected your present family?*
- *Why should you be concerned about your children's eating habits?*

b. Respond to the unfinished sentences below. Discuss your eating habits and the consequences of those habit for you and your children.

(1) I am most likely to skip meals when…
(2) I am most likely to snack when…
(3) I dislike these foods…
(4) The reasons I dislike these foods are…
(5) Mealtime in our family is…
(6) Mealtime would be better if…
(7) I would like to improve my eating habits because…
(8) I don't care about what I eat because…

c. List your food likes and dislikes Then list the food likes and dislikes of your child. Compare the similarities and differences of the food-eating patterns. Discuss how parents' eating habits can affect children's eating habits.

Discussion Questions

- *What influences your food likes and dislikes?*
- *What influences your child's food likes and dislikes?*
- *Why should you be concerned about food preferences in your family?*

2. Nutritious Food Choices

a. Brainstorm nutritious foods and write them on the board. Review the **Daily Food Guide (p. 125).** Then put the foods that were brainstormed into the different groups.

b. Using resources, make a simple chart showing basic nutrients. Write in examples of children's favorite foods that supply each nutrient. Take the chart home and use in meal planning.

c. Working in small groups, choose one level of development and use resources to chart the nutritional needs of children in that age group. Share your findings with the class and compare the needs of the various age groups.

CONCEPT	PROCESS SKILLS	STRATEGIES
		d. Complete **Adapting Dietary Guidelines for Children (p. 126)**.
		e. Using grocery advertisements, select nutritious foods that are appropriate for your child and discuss what nutritional value those choices have.
		f. Keep track of everything your child eats for two days. At the end of these two days, total the number of servings your child received from each of the four food groups. Evaluate the child's diet and make any suggestions for improvement.
		g. Using resources, identify nutrients that affect the development of teeth. Invite a dentist or dental hygienist to explain the importance of certain foods in the diet to the maintenance of healthy teeth.
		h. Using resources, identify the consequences of good and poor nutrition for children. Make posters displaying your findings.
3. Nutritional Information		a. Brainstorm advertising slogans about food used in newspapers, magazines, and television. Discuss which benefits could be true and which are probably untrue. *Discussion Questions* • *Are these ads good sources of nutrition information?* • *What happens when parents fail to consider the nutritional value of their food purchases?* • *Where can parents go to get accurate nutrition information?*
		b. Examine a display of sources of information about nutrition. Discuss criteria for evaluating these sources.
4. Mealtime routines	PROBLEM	a. Share your family mealtime habits. Discuss the influences on these habits. *Discussion Questions* • *How do these habits affect your children?* • *Why should you be concerned about mealtime routines?* • *What happens when mealtime routines do not exist?*

CONCEPT	PROCESS SKILLS	STRATEGIES
	PR	b. Working in small groups, select one of the family situations described below and plan at least one day of meals and snack schedules for that family. Share your schedules with the class and discuss factors affecting your schedule choices. (1) A single mother with a seven-year-old son works second shift. (2) A teenage daughter must take care of two younger brothers until her father gets home from work. (3) A 15-year-old girl has a seven-month-old baby and lives with her mother and grandmother.
		c. Develop a meal plan and meal pattern for your family that meets the needs of all family members.
		d. Discuss manners. Identify the consequences of teaching good manners to your children.
5. Nutritious snacks		a. Brainstorm a list of snacks your child enjoys. Rate these foods according to nutritive value. *Discussion Questions* • *What are the consequences of these snack choices?* • *Should you work to improve your child's snack choices? Why or why not?* • *What influences when and how your child snacks?*
		b. Prepare a nutritious snack in class that you enjoy. Make a display and analyze selections according to the Basic Four Food Groups. Discuss which snacks you would recommend for children of various ages.
		c. Invite a speaker from the Cooperative Extension Service to demonstrate how to prepare nutritious snack foods for children.
		d. Working in small groups, plan and prepare a good snack appropriate for one age group.
6. Involving Child	💡	a. **Parent-Child Interaction:** Trace your child's body on a large sheet of butcher paper or on newspapers taped together. Decorate the traced body with pictures of nutritious foods.
		b. Using resources, identify suggestions for involving your child in food preparation. Discuss how you feel these suggestions would work with your child.
		c. **Parent-Child Interaction:** Using **Recipes to Make With Your Child (p. 127)**, prepare a nutritious snack with your child.

DAILY FOOD GUIDE

To get the nutrients you need in the right amounts--follow the guidelines below.

VEGETABLE--FRUIT GROUP includes all fruits and vegetables

Recommended servings per day:

all ages 4 servings

Examples of one serving:

1/2 cup cooked vegetable or fruit
1/2 cup fruit or vegetable juice
1 cup raw fruit or vegetable
1 medium-sized fruit or vegetable

NOTE: Include 1 serving per day of a food high in vitamin C. Choose 1 serving 3-4 times each week of a food which provides vitamin A.

Major nutrient contributions:

- vitamin A (carrots, sweet potatoes, greens, cantaloupes, apricots)
- vitamin C (citrus fruits and juices, strawberries, tomatoes, pineapple)
- variety of minerals
- carbohydrates (including fiber)

BREAD--CEREAL GROUP includes all whole grain, enriched, or fortified cereals and breads, pasta, and rice

Recommended servings per day:

all ages 4 servings

Examples of one serving:

1 slice of bread
1 oz roll
1/2 cup cooked rice
2/3 cup cooked pasta
1 cup ready-to-eat cereal
2/3 cup cooked cereal

Major nutrient contributions:

- carbohydrates (including fiber, if whole grain)
- protein (incomplete)
- B-complex vitamins
- iron

MILK--CHEESE GROUP includes all forms of milk, cheese, ice cream, yogurt, and foods made with milk

Recommended servings per day:

children	3 servings
adolescents	4 servings
adults	2 servings
pregnant women	3 servings
nursing women	4 servings

One serving = 1 cup milk

Equivalents:

1 oz hard cheese = 3/4 cup milk
1/2 cup ice cream = 1/3 cup milk
1/2 cup cottage cheese = 1/4 cup milk

Major nutrient contributions:

- calcium and phosphorus
- protein (complete)
- riboflavin (a B-complex vitamin)
- vitamins A and D (if fortified)

MEAT--POULTRY--FISH--BEANS GROUP includes meat, fish, poultry, eggs, soy extender, dry beans and peas, and nuts

Recommended servings per day:

all ages 2 servings

Examples of one serving:

2-3 oz cooked meat, fish, poultry
4 tablespoons peanut butter
3 oz processed meats such as bologna and hot dogs
1 cup baked beans
2 eggs

NOTE: Include milk, cheese, egg, or small amounts of meat, fish, or poultry with meals based on dry beans, peas, or nuts

Major nutrient contributions:

- protein (complete and incomplete)
- vitamin A (liver)
- iron
- phosphorus

FATS--SWEETS GROUP includes sugars and fats and foods containing large amounts of these substances

Recommended servings per day:

No recommendations; a balanced diet selected from a variety of foods will usually include some fats and sugars. Additional amounts are not necessary.

Major nutrient contributions:

none

ADAPTING DIETARY GUIDELINES FOR CHILDREN

DIRECTIONS: Under each dietary guideline, write suggestions of foods, snacks, eating habits, or activities that would help children achieve the goal.

1. Eat lots of fruits and vegetables
   -- so that children will avoid high-fat/cholesterol foods.

2. Do not use sugars and salt excessively
   -- so children will not develop a taste for them.

3. Choose snack and party foods from the basic four food groups
   -- so that children get all needed nutrients.

4. Include numerous sources of starch and fiber throughout the day
   -- so that children get needed nutrients.

5. Teach older children to read and interpret food labels
   -- so they can choose foods for themselves.

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Curriculum Technology Resource Center, 1990).

RECIPES TO MAKE WITH YOUR CHILD

BAKED APPLE WEDGES

3-4 baking apples (MacIntosh, Jonathan, etc.)
1 teaspoon margarine
3 tablespoons sugar or brown sugar
ground cinnamon
1/4 cup orange juice (optional)
1-2 quart baking dish or pan

Peel, core, and cut apples into quarters or wedges, depending on size of apples. Place apples in baking dish. Dot apples with margarine. Sprinkle apples lightly with sugar and cinnamon. Orange juice may be added. Bake until tender, approximately 30 minutes at 375 degrees F. Serves 2-4.

THE POWER SHAKE

1 cup chilled pineapple juice
1 cup cracked ice
1/2 cup frozen unsweetened strawberries
1/3 cup nonfat dry milk powder
1 teaspoon sugar

Just before serving, blend all ingredients in a blender at high speed until thick and foamy, about 30 seconds. Pour into glasses. (If desired, other fruits may be substituted for strawberries.) Makes 2 servings.

CARROT COOKIES

1/2 cup shortening
1 cup grated raw carrots
1 cup honey
2 eggs, well beaten
2 cups flour
2 teaspoons baking powder
1/4 teaspoon baking soda
1/4 teaspoon salt
1/2 teaspoon cinnamon
1/2 teaspoon nutmeg
2 cups quick-cooking oatmeal
1 cup raisins
1 cup chopped nuts

In large bowl, cream shortening; stir in carrots, then honey and eggs; gradually stir in flour, baking powder, soda, salt, cinnamon, nutmeg, oatmeal, raisins, and nuts. Drop from teaspoon on greased baking sheet. Flatten slightly and bake at 350 degrees F for 10 minutes, or until lightly browned. Makes about 6 dozen small cookies.

CONCERN: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module: Meeting Needs for Health and Wellness

Outcomes:
- Identify the characteristics of a healthy child
- Assess the consequences of helping children stay healthy
- Establish hygiene, exercise, and sleep routines to promote good health
- Select clothing that meets children's developmental needs
- Develop strategies for helping children deal with stress
- Develop a plan for preventive health care
- Describe procedures for caring for an ill or injured child

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Characteristics of a Healthy Child	💡	a. Draw a large silhouette of a child. Using resources, identify the characteristics of a healthy child. Label the silhouette with each characteristic. *Discussion Questions* • *Why should parents be concerned with helping a child stay healthy?* • *How can you assess these characteristics in your child?* • *What would happen if you ignored signs that your child was not healthy?*
		b. Using **A Model of Wellness (p. 133),** identify the dimensions of wellness. Discuss activities parents could do with their children to promote wellness in each area.
2. Developing Healthy Habits	🔄	a. Working in small groups, choose an age group listed below and list grooming and hygiene tasks necessary for caring for that age group. Make a schedule showing how often these tasks should be performed. (1) Infants (2) Toddlers (3) Preschoolers (4) School-aged (5) Teenagers

CONCEPT | PROCESS SKILLS | STRATEGIES

b. Invite a physical education teacher to class to discuss age-appropriate exercise needs of children. Develop a schedule of exercise activities appropriate for your child.

c. Read **Ways Normal Development Affects Sleep (p. 134)** . Share information about your child's sleep habits and discuss ways you have handled any problems.

Discussion Questions
- *How do your sleep habits affect your child?*
- *How do your child's sleep habits affect you?*
- *Why should you be concerned about your child's sleep habits?*

d. Read each of the case studies below and describe the consequences of each situation.

(1) Two-year-old Turand has no regular bedtime. He goes to sleep on the floor in front of the television between 10:00 p.m. and 12:00 a.m. Whoever is around him puts him in his bed. It is difficult to wake him, he gets cranky during the day, and never takes a nap.
(2) Missy and her babysitter put her toys away at around 7:30 every evening while her mom is at work on the second shift. Missy then takes a bath. Her sitter reads her a story and puts her in bed around 8:00 p.m. The next morning she gets up with her mom. She usually takes a nap every afternoon.

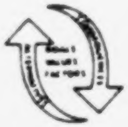
PR

e. Brainstorm a list of sleep problems experienced by children, such as those listed below. Share ways that you have handled these problems in the past. Using practical reasoning, develop a plan of action to resolve these sleep problems that is best for you and your family.

(1) Frequent waking
(2) Difficulty getting to sleep
(3) Difficulty sleeping alone
(4) Unusual sleep cycles
(5) Nightmares and sleep terrors

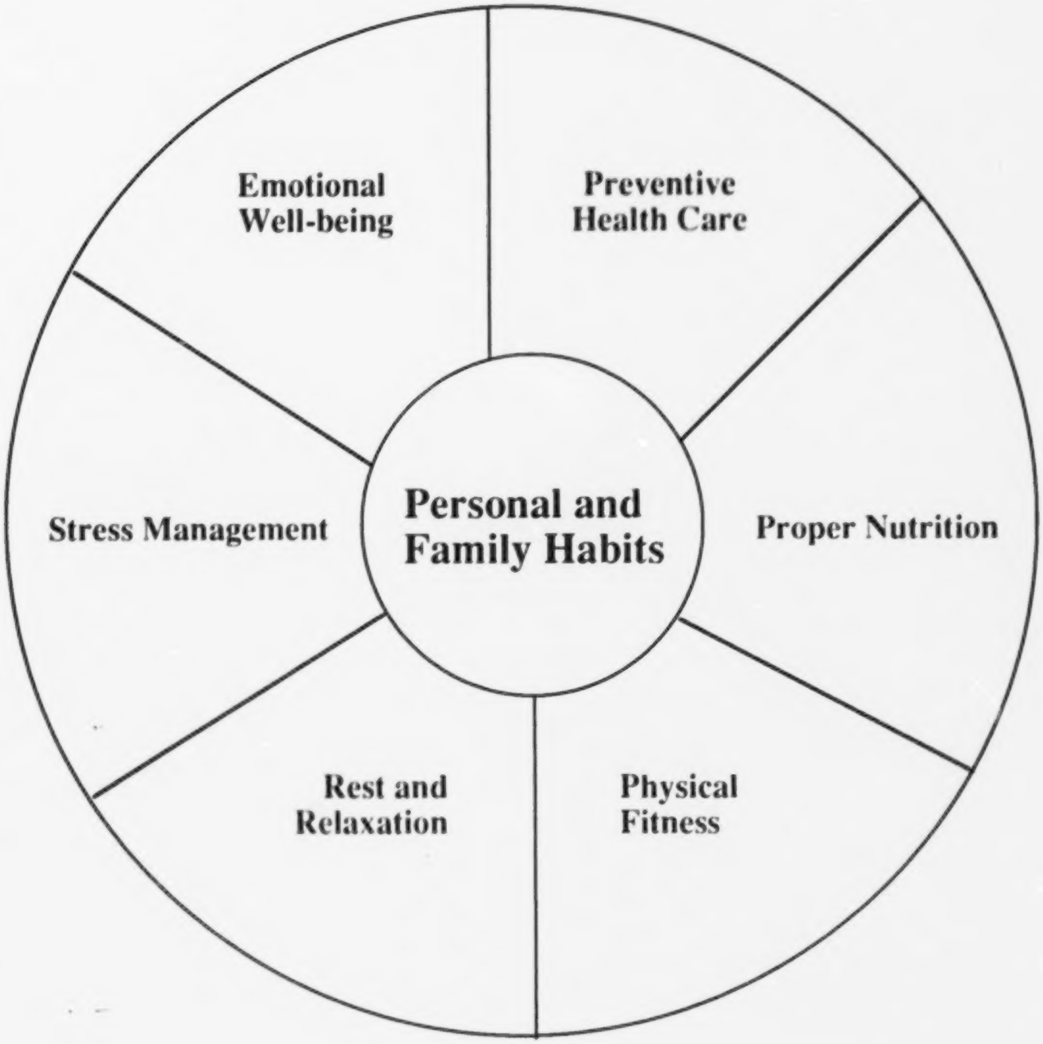
f. Using resources, identify alternatives for resolving sleep problems such as those listed below. Discuss the advantages and disadvantages of each choice.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Develop a bedtime routine (2) Provide a special object for security (3) Let the child cry until falling asleep (4) Let the child sleep with you (5) Live with it until the child grows out of the phase (6) Change behavior by gradually setting and changing expectations
3. Select and Obtain Clothing for Children		a. View a display of children's clothing. Discuss the importance of appropriate clothing and ways to obtain clothing for your child.
		b. Working in small groups, select an age group and list criteria for choosing clothing for a child of that age. Report your findings to the class.
4. Stress Management		a. Using resources, define stress. Discuss why it is important for parents to manage stress in their lives and to help children learn how to deal with stress.
		b. Complete **Parent Stress Checklist (p. 135)**. List three things that stress you as a parent. Meeting in small groups, discuss what tells you that you are stressed and what you can do to reverse the effects of the stress. *Discussion Questions* • *Why is it important to be aware of your stress as a parent?* • *How do you think your child would respond to those things that cause you stress?* • *How did you handle stress as a child?*
		c. Complete the sentences below and use your responses to help you identify ways to reduce or cope with your own stress. (1) If I had time for myself, I would. . . (2) I enjoy doing . . . (3) My favorite place is . . . (4) A friend, family member, or community group supportive to me is . . . (5) My special place just for myself is . . .

CONCEPT	PROCESS SKILLS	STRATEGIES
		d. On one side of a large sheet of newsprint, list things that stressed you as a child. On the other side, list things that stress your children. Rank order these stressors according to the degree of stress they evoke. *Discussion Questions* • *What are the similarities and differences between the lists of stressors?* • *Why is it important to be aware of your stressors?*
		e. Read **Sources of Childhood Stress (p. 136)**. Share situations in which your children have been exposed to these sources of stress. Describe how your child reacted to these stressors.
		f. Complete **Stress Checklist: Your Child (p. 137)**. Discuss how the items on the checklist are influenced by what parents do.
		g. Using **Recognizing Stress in Your Child (p. 138)**, circle those behaviors your own child exhibits under stress. Compare your child's reaction to your own behavior when exposed to stress.
		h. Using resources, identify suggestions for helping your child manage stress, such as those listed below. Discuss the suggestions you would be most likely to use with your child. (1) Empathize with your child's view of the situation (2) Talk with your child about his or her concerns (3) Be truthful about family crises (4) Work through the problem together (5) Provide outlets for expression, such as art, puppets, books, or opportunities for physical activity (6) Be generous with appropriate hugs, kisses, and signs of affection
5. Preventive Health Care		a. Invite a nurse from the health department to discuss routine health care and the aspects of a good immunization program for children. Discuss the consequences of providing and not providing regular checkups and immunizations.
		b. Develop a folder that outlines your child's medical history, including well-child checkups, immunizations, and records of illnesses or hospitalizations.

CONCEPT	PROCESS SKILLS	STRATEGIES
6. Caring for an Ill or Injured Child		a. Using resources, identify the circumstances under which you should call a doctor about an ill child. Role-play making such a call under a variety of circumstances. b. Using resources, identify ways to treat common childhood illnesses that do not require a doctor's care, such as those listed below. (1) Common cold (2) Slight fever (3) Headache (4) Constipation (5) Diarrhea c. Brainstorm a list of questions to ask when the doctor recommends a prescription drug for a child. This list might include the questions listed below. Discuss the importance of getting information about prescription drugs. (1) What is the name of the medication? (2) How does it work? (3) In which form (pills, liquid, capsules) and strength will the medicine be dispensed? (4) How often should the medicine be taken, and how large should the dosage be? (5) When (such as at mealtime or before bedtime)should the medication be taken? (6) How long should the medicine take to work? (7) What possible side effects are there? d. Invite a Red Cross representative to class to discuss how to handle common injuries, such as choking, dog bites, sunburn, nosebleeds, and minor abrasions.

A MODEL OF WELLNESS



MAINTAINING A HEALTHY LIFE-STYLE OF WELLNESS

WAYS NORMAL DEVELOPMENT AFFECTS SLEEP

Age	Possible Sleep Changes	Suggestions
4-5 months	Aware of differences between people; cries when put down.	Begin teaching her to sleep in own bed. Comfort her there with patting, rubbing – working toward laying her down and leaving.
	Wants to touch everything; easily distracted. Rolls over.	Remove excess stimulation (crib toys). Don't assume that because she balks, she isn't tired. Flip her back over and leave. Encourage rolling both ways during the day. Be patient (and minimally involved) until she learns. Teach her to sleep in various positions.
5-7 months	Creeps/crawls; won't lie still when put down.	Use slow, calming routine to wind down. Allow her to move about until she feels comfortable – but don't expect her to fall asleep immediately.
8-12 months	Good sleepers may now begin to wake at night.	Common time for sleep problems to develop. Make your response as matter-of-fact as possible. Avoid reinforcing the waking (so as to prevent new habits from forming).
	Separation issues peak.	Probably not a good time to cry-it-out alone (crying may just escalate). Pop back in at bedtime – make visits brief; try not to pick her up. Encourage use of favorite blanket, toy, or "lovey."
Toddler to 3 yrs	Separation issues again.	Respond as above.
	Fears are strong– may seem irrational.	Respond as for separation issues. Stay calm and reassuring. Alter sleep environment as needed (door open, light on, etc.).
	Negative, power struggles; resists sleep and naps.	Try not to engage in battle. Instead, stay calm and matter-of-fact.
	Refuses comfort from one parent.	Don't take it personally. Share or alternate sleep duty. Be more involved in other activities (bath, play). It will pass. Try again when you sense less negativism.
Pre-school 3-5 yrs	Excited about life; physically active; procrastinates at bedtime; climbs out of bed.	Keep play before bed calm. Expect a lengthy bedtime routine. Decide on limits in advance.
	Imagination expands; fears and nightmares emerge; wants you present at bedtime and during night.	Decide on strategy in advance, according to family values. Teach coping skills during the day.
	Expresses independence; wants to extend bedtime; may fight naptime.	Try not to engage in battle. Ask her wishes and incorporate them into sleep routine. Where possible, find other areas of life in which to empower her.

Source: Rebecca Huntley, *The Sleep Book for Tired Parents*. (Seattle, WA: Parenting Press, Inc., P.O. Box 75267, © 1991). Used with permission of the publisher. 1-800-992-6657.

PARENT STRESS CHECKLIST

Directions: Place a check in front of each behavior that describes you.

_______ Exercise for at least 20 minutes, three times a week

_______ Eat regular, nutritious meals

_______ Are within five pounds of desirable body weight

_______ Do not smoke or drink to excess

_______ Practice deep relaxation at least three times a week

_______ Do something "just for you" each week

_______ Practice planning techniques in daily life

_______ Have a private place just for you

_______ Belong to an active community or social group

_______ Pursue a hobby or special interest

_______ Have a supportive family and/or friends around you

_______ Leave your work behind when the work day is over

12 checks = great going, you are stress-proofing yourself
9 checks = consider the three you didn't check
6 checks = this week, plan how you will do one new item on the list

Source: I. Claufour and M. Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Consumer and Home Economics Education).

SOURCES OF CHILDHOOD STRESS

Level of stress	Sources of stress	Typical age of child
Normative or developmental (low risk)	Unfamiliar faces, surroundings	Infants, toddlers
	Sudden movement/loud noises	Infants, toddlers
	Separation from parents	Infants, toddlers
	Arrival of new sibling	Young children
	Starting school	Young children
	Being punished, disciplined	Young children
	Trying to achieve	Young children, preadolescents
	Peer acceptance	Preadolescents
	Adjusting to puberty	Preadolescents
Critical (moderate risk)	Lack of stimulation	Infants, toddlers
	Overstimulation	Infants, toddlers
	Overhearing parents fighting	Young children, preadolescents
	Moving to a new home	Young children, preadolescents
	Being hospitalized	Preadolescents
	Family financial problems	Preadolescents
Catastrophic (high risk)	Serious illness of self, family members, or close friend	Young children, preadolescents
	Home destroyed by natural disaster	Young children, preadolescents
	Divorce of parents	Young children, preadolescents
	Physical or sexual abuse	Young children, preadolescents
	Death of family member or close friend	Young children, preadolescents

Source: Purdue University Cooperative Extension Service, *Helping Children Deal with Stress*. (West Lafayette, Indiana: Purdue University Cooperative Extension Service).

STRESS CHECKLIST: YOUR CHILD

Directions: Place a check in front of each behavior that describes your child.

_______ Has a regular schedule with plenty of sleep, nutritious meals, and fresh-air play

_______ Feels loved and supported by family

_______ Finds acceptance for all feelings

_______ Understands family policies about what is/is not acceptable behavior for expressing feelings

_______ Knows several alternatives for expressing anger and other strong emotions

_______ Is encouraged to express feelings verbally, or through play or art

_______ Is heard when expressing feelings

_______ Has opportunities to make decisions appropriate to age

_______ Is not expected to perform at a more-advanced stage of development

_______ Is not required to behave like someone else (sibling, neighbor)

_______ Has opportunities to contribute and be appreciated

_______ Knows what to do to help himself/herself feel better, relax

12 checks = great going, you're helping to stress-proof your child
9 checks = consider the three you didn't check, help out
6 checks = this week, plan how you will encourage one new item on the list

Source: I. Claufour and M. Withers. *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Consumer and Home Economics Education).

RECOGNIZING STRESS IN YOUR CHILD

Infants and Toddlers	Preschoolers	School-age Children	Teenagers
Uncontrollable crying	Bed-wetting after being trained	Frequent whining	Aggression
Rocking back and forth	Thumb-sucking	Fearfulness	Withdrawal and sadness
Excessive sleep	Clinging to parents	Nightmares	Insomnia
Head-banging	Exaggerated fears	Bed-wetting	Excessive sleep
	Uncontrollable crying	Refusing to eat	Destructive actions
	Temper tantrums	Overeating	Depression
		Tics (nervous twitches)	Hypochondria
		Tendency to daydream	Uncontrollable emotions
		Frequent illness	

Source: Purdue University Cooperative Extension Service, *Helping Children Deal with Stress*. (West Lafayette, Indiana: Purdue University Cooperative Extension Service).

CONCERN: MEETING CHILDREN'S DEVELOPMENTAL NEEDS

Module: Meeting Safety Needs

Outcomes:
- Create a safe environment at home based on the children's developmental level
- Evaluate safety hazards in a home environment
- Perform basic first aid for accidents
- Develop guidelines for keeping children safe on the street, with strangers, and with babysitters
- Create preventive measures for parents and children to reduce the risk of child abductions and runaways

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Safety Precautions	 	a. On index cards, write child emergencies you have experienced. Collect the cards, read them aloud, and identify the problem in each emergency. b. List decisions we make that affect the safety of our children at each of the stages listed below. Discuss factors you consider as you make these decisions. (1) Before birth (2) Birth to 5 years (3) 5 to 12 years (4) Teenage years c. Using resources, make a chart illustrating safety precautions that need to be taken at each stage of development. *Discussion Questions* • *Why do accidents occur most frequently during early childhood?* • *Could many such accidents be prevented? Why or why not?* • *Who is responsible for keeping children safe?*

CONCEPT

PROCESS SKILLS

STRATEGIES

PR

d. Working in small groups, select one of the categories below and explain the safety precautions a parent could take to insure a safe environment for his/her children.

(1) Outdoor accidents
(2) Poisonings
(3) Kitchen accidents
(4) Burns or fire

e. Invite a fireman to speak on the dangers of fires, how to prevent and control fires, and how to put out different types of fires.

f. Examine a display of labels from empty household product containers that contain warnings such as CAUTION, WARNING, DANGER, or POISON. Discuss the safe use of these products and the procedures to follow if children are exposed to them.

g. Using resources, develop a checklist to use in evaluating the safety of your home, including the areas listed below.

(1) If there are small children in the family, is the house "childproofed" with chemicals and drugs stored out of reach?
(2) Do the younger children in the family know the basic rules of safety, such as "Never play with matches"?
(3) If there are elderly people in the house, are there provisions for their safety, such as special support bars in or near the bathtub?
(4) Are important emergency phone numbers listed by the phone?
(5) Has debris been removed that may cause or fuel fires, such as oily paint rags and old paper?
(6) Are there working fire extinguishers in easily accessible locations?
(7) Do all family members steer clear of electrical appliances while in the bathtub?
(8) Does anyone smoke in bed?
(9) Do any electrical outlets have too many appliances connected to them?
(10) Are any electrical cords frayed?

h. **Parent-Child Interaction:** Formulate a plan with your children for a safe exit from your home during a fire. Establish a meeting place outside. Draw a sketch to illustrate your plan.

CONCEPT	PROCESS SKILLS	STRATEGIES
2. First Aid		a. Invite a speaker from the Red Cross to explain basic first aid procedures for children.
		b. Make a list of emergency telephone numbers for your home. Include doctor, hospital, ambulance, police department, pharmacy, and Poison Control Center.
		c. Using resources, identify the steps to follow in an emergency. Working in small groups, role-play calling for help.
	PR	d. Using practical reasoning, determine how you would respond to each of the following situations: (1) You find your two-year-old choking. She cannot get air and is turning blue. (2) Your son falls off the play equipment at the park and cannot move his leg. (3) Your daughter touched a burner on the stove. Her hand is red. She is in pain. (4) You find your toddler drinking from a bottle of all-purpose cleaner. (5) Your son feels hot and is vomiting.
		e. Using resources, identify what is necessary in every home first aid kit. Make a first aid kit for your family.
		f. Arrange a visit to the emergency room of a local hospital. Ask a doctor or nurse to discuss a parent's role in assisting in their child's emergency care.
3. Guidelines for Safety		a. Using resources, identify ways to protect children on the street, with a babysitter, and with strangers. Compare your list to **Safety Rules (p. 144-145).** Discuss ways to teach these rules to children of various age groups. *Discussion Questions* • *Who is responsible for your child's safety when he or she is away from home?* • *What is the role of the police in helping keep your child safe?* • *What rules did you have as a child to keep you safe when you were away from home?*
		b. Discuss the special safety needs of children for each of the following activities or situations. (1) Riding bicycles (2) Meeting strangers (3) Swimming and diving

CONCEPT	PROCESS SKILLS	STRATEGIES
		(4) Preparing snacks alone (5) Being at home alone
		c. Using resources, identify factors to consider when deciding whether or not to leave your child home alone. Share concerns related to leaving kids at home alone. Discuss ways of dealing with this situation.
		d. Develop a poster of safety rules for latchkey children. Post in your home. Include rules on the following: (1) Home security (2) Use of the telephone (3) Emergency calls (4) Kitchen safety
	PR	e. Use practical reasoning to solve the case studies below. Consider the available alternatives, the additional information needed, and the consequences. (1) Eight-year-old Ryan wants to go to Matthew's house after school instead of to the babysitter's house. He visits Matthew quite often; therefore, he does not call to ask if he can play. Ryan's mother is worried because Ryan is not at the babysitter's when she gets there after work. (2) Tim is the parent of a four-year-old. His daughter is very friendly and interested in many things she sees. She often strays from him when they go to a store.
		f. Using resources, identify the guidelines of the child restraint laws and discuss the importance of compliance with these laws.
4. Missing Children	PROBLEM	a. Read **Missing Children: Four Basic Groups (p. 146).** React to the statistics below. (1) About one out of ten children between the ages of 12-17 will run away from home each year. (2) About 100,000 children each year cannot be located.
		b. Using resources, identify the steps to take when your child is missing, such as those listed below. (1) File a missing person's report with your local law enforcement agency. Make sure the information is entered into the Federal Bureau of Investigation's National Crime Information Center (NCIC) computer within 12 hours.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(2) Provide a fingerprint card and the most-recent photograph available to the investigating agency. Be able to provide medical and dental records as requested. (3) Contact all family members and friends who may know of your child's whereabouts. (4) Call the National Center for Missing and Exploited Children (1-800-843-5678) and give a complete report. (5) Consider asking the police or the prosecutor to file criminal charges against the abductor if you intend to press charges after your child has returned. (6) Search for your child on your own as you work with the police. c. Invite a law enforcement agency member to discuss child abduction by the noncustodial parent. d. Read **Danger Signals: Spotting a Runaway Before He Runs (p. 147).** Identify resources a parent could turn to for help if these signals were observed.

SAFETY RULES

- Do not assume that it can't happen to you.
- Never leave your child unattended. Never leave your child alone in the car or around shopping areas.
- Be involved in your child's activities.
- Teach your child to use caution when alone in public restrooms. If children are approached suspiciously, they should leave immediately. If someone tries to prohibit this, they should scream!
- Question any gifts of money your child brings home.
- Know how and where you can obtain your child's medical and dental records. Have your . child fingerprinted and keep the card in a safe place. Update your child's height and weight on an annual basis. Keep a current photograph of your child. Have a copy of birth certificates, a record of birthmarks, and other important information.
- Be aware that putting your child's name on T-shirts, books, and other personal items puts him or her on a first name basis with a potential abductor.
- If your child is riding with friends, know the license number, make, and color of the car.
- Teach your child that there are certain ways that adults, older children, babysitters, and other people should not touch them. Make information about sexual abuse a part of general teaching of personal safety. Teach your child the correct terms for body parts.

  Teach your children:
  (1) Their full name, address, and phone number, including area code and parent work number
  (2) Who to go to if they are lost
  (3) How to make a long distance telephone call
  (4) To never go near a car without your permission
  (5) To never tell someone on the phone that they are home alone
  (6) If they are home alone, to never answer the door for a stranger
  (7) That a stranger is someone they and you don't know
  (8) To not answer an adult who asks for directions or wants help; that adults should ask adults for help
  (9) To tell if someone asks them to keep a "secret"; offers them candy, money or a gift; or wants to take their picture

- Know all the places your child and her or his friends play. Set definite times for him or her to return home or to check in by telephone. Know the route your child takes to and from each place.
- Know your child's blood type and have on hand a hair sample.
- Tape coins for the phone into your child's shoes and/or sew them into the hems of clothing.

- Keep plastic bags out of baby cribs and children's beds.
- Keep medicines, cleaning products, poisons, and matches in locked cabinets out of the reach of children.
- Keep breakable and dangerous items out of the reach of infants and toddlers.
- Teach children not to touch the range or controls, sharp objects, and electric cords.
- Choose safe toys.
- Use gates to prevent children from climbing up or down stairs or porch steps.
- Check children frequently while they are sleeping as well as while they are playing.
- Keep first aid supplies handy. Get help immediately if an emergency arises.
- Keep all plants out of the reach of infants and toddlers. The following plants or parts of plants are especially dangerous:

  berries of jasmine, holly, and mistletoe
  bulbs of hyacinth, narcissus, and daffodil
  leaf of rhubarb
  all parts of laurel, rhododendron, azalea, English ivy, hydrangeas, poinsettias, oleander, diffenbachis, and elephant ear philodendron

- Keep heating units away from flammable materials and children away from heating units.
- Keep fuel for vehicles under lock and key.
- In the winter, dress to avoid frostbite and hypothermia.
- Protect your family from the sun in the summer and winter with sunscreen.

MISSING CHILDREN: FOUR BASIC GROUPS

The United States Congress, in October 1984, defined the term "missing children" to include any individual under age 18 whose whereabouts are unknown to the individual's legal custodian, if the circumstances indicate either that the child may possibly have been abducted or that the child is likely to be abused or sexually exploited. These children are commonly divided into four major groups:

Runaways: Youths who have voluntarily left home make up the vast majority of missing children today. Studies by the Department of Health and Human Services show that up to one million children leave home each year. This group in itself is a very varied population. Many of these children run away from their homes in order to escape sexual abuse, physical abuse, or neglect. Some leave home only briefly and then return. Many of these children are at risk of becoming victims of street crime or exploitation. Louisville, Kentucky's Exploited and Missing Child Unit has produced studies showing that up to 11 percent of the children who have voluntarily left home end up as victims of criminal or sexual exploitation during their time away from home.

Throwaways: For statistical purposes, these children are often included with runaways, so their numbers are impossible to determine. These are children who have been forced out of their homes or otherwise abandoned by their families. They suffer the same risks as runaway children.

Victims of Parental Kidnapping: The recent rise in the number of divorces has caused a rise in the rate of abductions of children by the parent who did not receive legal custody. The National Center for Missing and Exploited Children's best estimate of the number of these kidnappings ranges between 25,000 and 500,000 a year. While some observers tend to understate the impact of such kidnappings on the child, others disagree. Dr. Michael Agopian, Director of Los Angeles's Child Stealing Research Center, says that children ages eleven and under who go through this experience can suffer traumatic effects. His study found that those children who were removed for six months or less suffered such nervous symptoms as sleeping disorder, while those who were abducted for longer periods are at risk of more serious harm, such as developing patterns of distrustful behavior or lying.

Victims of Stranger Abduction: Every year, several thousand children in this country are kidnapped by strangers. Some are released. Some are recovered through police intervention. Others--like Adam Walsh, whose disappearance and death became the subject of a television drama--are murdered by their captors. About still others, there is no information at all. Children and families who undergo this kind of ordeal are devastated by it, but currently can obtain few support services, according to congressional testimony by Mrs. Marie Edenstrom, whose son was abducted and killed.

Source: *Children's Defense Fund Reports*, July 1985, p. 7.

DANGER SIGNALS: SPOTTING A RUNAWAY BEFORE HE RUNS

According to the National Network of Runaway and Youth Service, (202) 488-0739, there are ten danger signals that may indicate that your child is about to run.

Growing isolation: The child avoids family gatherings, even at meals, and spends more and more time in his or her room alone.

Excessive blowups: Tantrums are common to the turbulent teens, but watch out when the smallest thing repeatedly seems to trigger an explosion of temper.

Abrupt mood swings: Take note if a normally sunny teen turns sullen, withdrawn, angry, and even manic without warning.

Increased violations: Rules are boundaries against which growing youths must lean or hurl themselves in the act of maturing. But take heed when "border incidents" turn to real rebellion.

Increased sleeping: It's normal for adolescents to sleep more than parents think is healthy. But beware of sudden marathons that can warn of depression or problems the child can't manage.

Diminished communication: Again, there may be a perfectly good reason why your child clams up. But if you can't think of one, and it persists, pay attention.

School troubles: Plunging grades, truancy, class cutting, disciplinary problems, and enduring fallouts with close friends--all can be cries for help that come before bolting.

Parental stack-blowing: Are you, and not the child, getting unreasonably upset over the smallest issues? Your feelings may be trying to tell you something--a subtle but significant shift in family balance that needs heeding.

Family crisis: Death, divorce, illness, the loss of a job, or a major move--any of these can disrupt the family constellation and send your child spinning out of orbit.

Unexplained money or possessions: Even if they're not stolen, they may be stashed for an impending getaway. Obviously, individual circumstances should tell you when concern is called for.

CONCERN: PARENTING IN FAMILIES AND COMMUNITIES

Module: Understanding Families' Influence on Parenting

Outcomes:
- Analyze the family's role of providing the primary nurturing environment for all individuals
- Compare the circumstances under which parenting occurs to the definition of a family
- Describe the impact of various family situations on the parenting role
- Identify the characteristics attributed to stable, healthy families
- Develop strategies for building a strong, healthy family to provide a supportive environment for children
- Plan leisure time to support family relationships
- Recognize and appreciate the importance of family traditions, rituals, and values and the necessity for their development and maintenance
- Devise strategies for dealing with sibling rivalry
- Analyze the effect of family stress and crises on children in the family

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Meaning of Family	PROBLEM	a. Working in small groups, fold a sheet of paper in half. On one side list things you do for your family. On the other side list things your family does for you. Share your lists with the class. Discuss why families are important. *Discussion Questions* • *What would happen if you stopped doing all the things you do for your family?* • *What would happen if your family stopped doing all the things they do for you?* • *Where could you go if your family was unable to do the things you listed?* b. Write a word or phrase that describes the meaning of a family. Share your response with the class and develop a definition of "family." (Suggested definition: A group of people who reside together, or come together periodically, and are related by blood, marriage, adoption, and/or a common purpose.)

CONCEPT | PROCESS SKILLS | STRATEGIES

Discussion Questions
- ***Why do people need families?***
- ***Why do children need families?***
- ***Why do parents need families?***

c. Examine pictures of various family situations from various cultures. Discuss the similarities and differences between families.

d. Complete **My Family (p. 160)**.

e. Working in small groups, select one of the needs below and give examples of ways that families can meet that need. Create role-plays illustrating the consequences when families fail to meet these needs.

(1) Food
(2) Clothing
(3) Shelter
(4) Affection
(5) Self-esteem

PR

f. Read each of the case studies below and use practical reasoning to decide how the individuals could fulfill the needs unmet by their family.

(1) Chris dreads going home every day after school. Her father is an alcoholic and is rarely home. Her older sister has a three-month-old baby and has little time to talk to Chris. No one pays any attention to Chris at home.
(2) Doug's family seldom does anything together. His mother works second shift, and he never sees her until the weekends. Doug's older brother is living away from home. When Doug is at home, he usually watches television alone. He is responsible for taking care of himself.
(3) Jerrod's family consists of five brothers and sisters and his mother and stepfather. His mother is very busy taking care of all the children in the family. Jerrod's parents and brothers and sisters do not express affection or talk about their love for each other. Jerrod feels as if no one really cares about him.
(4) Robert's parents are constantly putting him down. They think Robert is stupid and irresponsible, and constantly belittle him.

CONCEPT	PROCESS SKILLS	STRATEGIES

Discussion Questions
- *What needs are not being met by these families?*
- *What factors are influencing each family's ability to meet family members' needs?*
- *Can the individuals in each case study improve their family situations? Why or why not?*
- *What will happen to these individuals if the needs continue to be unmet?*

g. Using resources, list rights of family members, such as those listed below. Working in small groups, select one right of family members and make a poster illustrating ways to promote that right within a family.

(1) To be happy
(2) To use possessions that belong to him or her
(3) To have his or her own opinions
(4) To express his or her ideas
(5) To be respected as an individual

Discussion Questions
- *Why are each of these rights important?*
- *What happens when a family respects the rights of its members?*
- *What happens when these rights are violated?*
- *What can you do to show respect for the rights of others in your family?*

h. On a slip of paper, write something you could do for your family that you are not doing now. Put your slip of paper in a container with those of your classmates. Draw out one slip of paper and read the suggestion. Discuss the consequences of following and not following the suggestions. Continue to select slips from the container and discuss the suggestions given.

i. **Parent-Child Interaction:** Hold a "Celebrate Families" night. Invite the families of your class members and have a potluck dinner and recreational activities. Recognize families that attend. Take pictures of each family as a keepsake to take home.

2. Effect of Family Setting on Parenting

PROBLEM

a. Working in small groups, select one of the types of families listed next. Define the type of family you have selected and discuss what it is like to be a parent in that type of family.

CONCEPT	PROCESS SKILLS	STRATEGIES

(1) Nuclear
(2) Single parent
(3) Blended
(4) Extended
(5) Adoptive
(6) Foster
(7) Multigenerational

Discussion Questions
- *How does each type of family affect parenting roles and responsibilities?*
- *What type of family describes your own family?*
- *Which type of family presents the greatest challenge for parents? Why?*

b. Draw a picture of your family. Display pictures around the room. Discuss the different types of families and special challenges facing parents in each family setting.

3. Single-Parent Families

PROBLEM

a. Brainstorm a list of circumstances that contribute to single parenthood, such as those listed below. Discuss how each of these sets of circumstances affects the parenting role.

(1) Never married
(2) Separated
(3) Divorced
(4) Widowed
(5) Married and still single (unsupportive spouse)

b. List the similarities and differences between the parenting responsibilities of one-parent and two-parent families, such as those listed in the chart below.

Similarities	Differences
Love of children	Financial resources
Food, clothes, shelter	Type of social life and activities engaged in by the parent
Education	Time available
Discipline	Dual role of mother and father
A safe and healthy environment	

CONCEPT	PROCESS SKILLS	STRATEGIES
		c. Working in small groups, write a story about the problems and situations the child of a single mother might experience as a result of the mother's relationships with men. Read the story aloud or act it out. Discuss the effect of multiple father figures on the child of a single mother.
4. Blended Families		a. Using resources, define "stepparent." Using **Stepfamily Frictions (p. 161),** discuss possible problems related to stepparenting and blended families. *Discussion Questions* • *What goals are important to blended families?* • *What values do blended families represent?* • *How can blended families meet the needs of all family members?*
	PR	b. Read the case study below and use the practical-reasoning process to identify a solution to the problem. Kristin's parents divorced when she was 12 years old. She lives with her mother and two younger brothers. Since the divorce, Kristin has been helping with her younger brothers, preparing meals, and helping around the house. Recently Kristin's mother decided to marry a man she has been dating for several months. Kristin has become argumentative and withdrawn, and refuses to cooperate with her mother. Her mother is hurt and fails to understand why Kristin is acting this way. *Discussion Questions* • *How does Kristin view this situation?* • *Does Kristin's view of this situation conflict with her mother's point of view?* • *What choices do Kristin and her mother have in this situation?*
5. Extended Families	PROBLEM	a. Meeting in small groups, share a description of a situation in which you received support from an extended family member with a problem or situation you recently experienced. *Discussion Questions* • *What types of support are illustrated in these situations?* • *Whose interests are being served in these situations?* • *What is the difference between how an extended family provides support and the support provided in other types of families?*

CONCEPT	PROCESS SKILLS	STRATEGIES
		b. Make a chart identifying the advantages and disadvantages of living in an extended family. Discuss how this situation would influence parenting roles and responsibilities.
6. Healthy Families	PROBLEM	a. Using **What is a Healthy Family? (p. 162)**, circle those words that describe your family. *Discussion Questions* • *What are the consequences for families who possess these characteristics?* • *What would it be like if all families had these characteristics?* • *What influences whether or not a family possesses these characteristics?* • *What skills do you need as a parent to develop your own healthy family?*
		b. Fill a paper grocery bag with three things that are symbolic of something your family enjoys, such as a sport, a game, or a family activity. Explain the articles in your bag to the class. Discuss how these articles contribute to the good health of your family.
		c. Complete **Family Satisfaction (p. 163)**. Select one item from the list that you would like your family to do more often. List the activities you could do as a parent to help your family achieve that goal.
		d. Complete **Suggestions for Enriching Families (p. 164)**. Discuss the consequences of following each suggestion.
		e. Working in small groups, select one of the categories of recreational activities listed below and prepare a presentation describing family enrichment activities in that category. Present your findings and discuss the role of parents in planning family recreational activities. (1) Limited cost away from home (2) Limited cost at home (3) Stress reduction recreation (4) Limited time recreation *Discussion Questions* • *Why is recreation important to a healthy family?* • *What happens when families do not spend recreational time together?* • *What would prevent families from spending recreational time together?*

CONCEPT	PROCESS SKILLS	STRATEGIES

f. Complete **Roadblocks to Stronger Families (p. 165)**.

Discussion Questions
- *Why might these roadblocks exist in families?*
- *Is it possible to avoid roadblocks in all families? Why or why not?*
- *What would you do if your family was unable to overcome roadblocks?*

g. Design a banner for your family. Draw each family member and write one thing you appreciate about your family on the banner.

h. **Parent-Child Interaction:** Plan enrichment activities for your family. Carry out one activity. Report your experiences to the class.

i. Make family T-shirts illustrating unique features about your family.

j. Using resources, identify rules for family meetings. Consider the rules listed below. Discuss the value of holding family meetings on a regular basis.

(1) Involve all family members.
(2) Meet regularly, discussing fun things as well as items of concern or problems.
(3) Select a leader for each meeting.
(4) Have an agenda and get input from all family members.
(5) Meet no longer than one hour.
(6) End on a cheerful note.
(7) Allow expression of feelings without risk of judgment.
(8) Actively listen without interrupting.

Discussion Questions
- *Why is it difficult for some families to hold a family meeting?*
- *What should you consider when deciding when and where to hold a family meeting?*

k. **Parent-Child Interaction:** Hold a meeting in your family to decide on a special activity that everyone would enjoy doing. Select an activity, plan what to do, the time it will take, the supplies you will need, when it will take place, and who will assume various responsibilities. Share your experience with the class.

CONCEPT	PROCESS SKILLS	STRATEGIES
7. Family Rituals and Traditions		a. Working in pairs, interview your partner to discover one tradition of your partner's family. Describe that tradition to the rest of the class. Discuss the consequences of family traditions. b. Using resources, define "ritual." (Suggested definition: a ceremony or way of doing everyday things that is evidence of a family's togetherness). Read the case studies below and identify examples of family rituals. (1) Every Sunday evening, the Johnsons have pizza for dinner. They eat at the kitchen table with Mr. Johnson at the end of the table. (2) When 5-year-old Jason's mother puts him to bed each night, they always look at books. Then they talk about the day. Before she turns out the light, she kisses Jason good night. (3) Aunt Beth keeps a record of all the birthdays, anniversaries, and special events for her family. She sends each relative a greeting card for every special occasion. (4) On Christmas Eve, the Davis family gathers while Grandfather reads a Christmas story. Then all the family members open their gifts. (5) Each Saturday morning, 15-year-old Bill and his father eat breakfast together. They like to read the newspaper while eating and talk about the news on the sports page. *Discussion Questions* • *What are the consequences of these family rituals?* • *How do family rituals contribute to a healthy family?* • *What would it be like if a family had no rituals?* c. Create a family scrapbook for your family. d. **Parent-Child Interaction:** Develop a family time capsule. e. Create a family time line or mural illustrating the birth of your family to the present.
8. Sharing Family Responsibilities	PROBLEM	a. Brainstorm a list of family responsibilities that can be shared among family members. Discuss what children gain from having responsibilities. b. Review the ideas below to use as guidelines in establishing a system for sharing responsibilities in your family.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Assign real work that the family needs done. (2) Assign responsibilities suited to the child's age and physical ability. (3) Give your child choices of what chores to do and/or when they are to be done. (4) Have a simple reminder system. Avoid nagging. (5) Oversee task completion. Sometimes children need help finishing, or something needs redoing Help them understand the steps and your expectations. Appreciate what they have done. (6) Give rewards. (7) Have consequences for jobs undone or done below reasonable standards. (8) Make a chart to give children clear statements of what is expected and satisfaction in checking off accomplishments.
		c. Working in small groups, create a role-play skit in which family members are trying to divide household tasks and child care responsibilities. Present your skit to the class and discuss the consequences of sharing and not sharing family-role responsibilities.
	PR	d. Working in small groups, select one of the case studies below and list the solutions available. Using practical-reasoning, select the best solution. (1) Mrs. Threats feels overwhelmed. She has three children, ages 17, 15, and 12, who are very involved in school and sports activities. Mrs. Threats' mother lives with the family and has recently become bedridden. Mrs. Threats is very frustrated and tired. With her job and her ill mother, she is unable to keep up with her responsibilities at home. (2) Brian and his mother share an apartment. Brian likes to watch television and rarely helps clean or straighten the apartment. His mother comes home from work tired and frustrated because the place is always a mess. (3) Ericka has a new baby. Her 12-year-old daughter and 10-year-old son must do many more household tasks than before. Both older children resent doing the extra work and complain constantly. (4) Dean is rarely home and takes very little interest in his three children, 13, 10, and 8 years old. The oldest son is expected to do all of the household chores and take care of the younger children. The son has very little time to spend with friends or in activities he likes to do.
9. Birth Order	PROBLEM	a. As a class, divide into the groups listed below. Discuss how you felt about being a child in that position in the family and how you feel about each of your own children's respective position in your present family.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Oldest child in the family (2) Middle child in the family (3) Youngest child in the family (4) Only child in the family
		b. Read **Birth Order (p. 166)**. Diagram your family and describe the characteristics or roles that fit each family position. Discuss how birth order affects your role as a parent.
		c. Working in small groups, assign the roles of oldest, middle, youngest, and only child to each member of your group. Take turns responding to each situation below according to your role. (1) Mother: Will you please do the dishes tonight? (2) Father: Can I help you with your homework? (3) Mother: I'll love you forever.
10. Sibling Rivalry	PROBLEM	a. Meeting in small groups, share an incident from your childhood when you experienced sibling rivalry. *Discussion Questions* • *How was the issue handled in your family?* • *How do these experiences shape your response to sibling rivalry in your family?* • *What are the advantages to sibling rivalry? Disadvantages?* • *At what ages does sibling rivalry become more intense? Why?*
		b. Using **Coping with Sibling Rivalry (p. 167)**, identify two or three of the suggestions you would like to use in dealing with your own children. Set a goal for implementing these suggestions in your family. Discuss your progress with the class after one week.
		c. Working in small groups, identify typical situations involving sibling rivalry. Role-play each of the situations.
11. Coping with Stress and Crisis	PROBLEM	a. Complete **Stress Checklist: Your Family (p. 168)**.
		b. Share examples of particularly stressful times in your family and discuss what helped you get through them. Discuss how the age of children can cause special stresses on the family.

CONCEPT

PROCESS SKILLS

STRATEGIES

c. Using **Steps in Family Stress Management (p. 169),** discuss the series of steps for families to follow in stress management.

d. Working in small groups, choose three different family stresses and think of two coping strategies for each. Share with the group.

e. Identify types of family crises that disrupt the family unit. For each crisis, explain how the parents and children would be affected.

Discussion Questions

- *Why should you be concerned about crises that families face?*
- *Do crises occur in many families? Why or why not?*
- *What types of crises has your family experienced?*
- *What skills do families need in order to deal with crises?*

f. Using resources, develop a list of guidelines for coping with family stress and crisis, such as those listed below.

(1) Realize you are not alone in experiencing stress or crises.
(2) Gather a support system of people that you can talk to. Share your feelings with friends and family.
(3) Set your priorities and concentrate on dealing with one thing at a time.
(4) Practice personal wellness strategies, such as eating well, exercising, and getting enough sleep.
(5) Maintain a positive attitude, realizing you cannot control all things.
(6) Discover something positive in the situation and focus on it.
(7) Be supportive. Listen to and help others.

Discussion Questions

- *Which guidelines are you most likely to use? Why?*
- *What are the consequences of following these guidelines?*
- *What happens when a family is unable to deal with crises and stress?*

g. Using resources, research statistics on divorce and the effects of divorce on family members and society. Discuss how divorce affects parenting families.

CONCEPT	PROCESS SKILLS	STRATEGIES
		h. Read **Effects of Divorce on Children (p. 170)** and **Guidelines for Helping Children Cope with Divorce (p. 171)**. Brainstorm additional ideas that parents can use to help children cope with divorce.
	PR	i. Read the case studies below and use practical reasoning to decide how you would help the child(ren) in each case study cope with the divorce. (1) Jeremy is the three-year-old son of Sandy and Harry, who are in the process of getting a divorce. Since Harry moved out three months ago, Jeremy's personality has changed. He is withdrawn, fantasizes with imaginary playmates, and has nightmares. He has not seen his father since he moved out. Sandy tells Jeremy he is now the head of the family. (2) Marilyn and John are the parents of three children, Nicole, age 12; Ryan, age 8; and Rebecca, age 6. Marilyn and John recently divorced. Marilyn is devastated and is having a difficult time working and coping with the children. John seems to be doing well and has a new girlfriend, who is often with him on the weekends when his children visit. Nicole's grades have dropped severely, and Ryan has many behavior problems in school. Rebecca seems to be doing well but periodically asks, "When will Daddy come home again?" *Discussion Questions* • *What is influencing the child's(ren's) view of the divorce in each situation?* • *Why is your solution for helping the child(ren) the best solution for all involved?* • *What skills will the parents need to carry out your solution?*

MY FAMILY

Directions: Complete the following statements in the space provided.

What I like best about my family. . .

Fun times with my family include. . .

What I can best contribute to my family. . .

In the future, I would like my family to. . .

STEPFAMILY FRICTIONS

Possible areas of conflict or friction in a stepfamily are listed below. Indicate the degree you consider each to be a problem using the following scale: 4 (a great deal), 3 (somewhat), 2 (a little) and 1 (not at all). Place your rating in the blank preceding the item. Circle numbers of the three items you consider to be the greatest areas of friction. Underline the number of the item you consider to be the least area of friction.

______ 1. Amount and regularity of financial support from natural parent.

______ 2. Sharing living space with stepparent and/or stepsiblings.

______ 3. Accepting a new parent.

______ 4. Spending incoming child support payments.

______ 5. Relationships with other important adults in a child's life (natural parent, grandparents, etc.)

______ 6. Possessive feelings for natural parent.

______ 7. Divided loyalty between children and new mate.

______ 8. Comparison of stepparent to natural parent.

______ 9. Challenges to stepparent's authority.

______ 10. Protection of child from "outside" by natural parent.

______ 11. Using steprelationship by child to get own way.

______ 12. Rivalry between "your children" and "my children."

______ 13. Pressure for success of new marriage.

______ 14. Differing interests, likes, and dislikes among family members.

______ 15. Payments made by new spouse to former spouse.

Source: Ohio Department of Education, *Practical Action Curriculum: Nurturing Human Development*. (Columbus, Ohio, 1983).

WHAT IS A HEALTHY FAMILY?

COMMUNICATION

Shares feelings, concerns, and interests
Takes time to listen

COMMITMENT

Loyal to family members
Proud of worth of family
Attach worth to family rituals and traditions

CARING

Affirm, trust, support each other
Display affection, praise, encouragement
Unconditional caring
Balance togetherness with privacy

COMMUNITY

Connected to others who can support (emotional and practical)
Schools, churches, organizations

CHALLENGES

Courage to change and accept problems
Reasons for rules
Talk through decisions

FAMILY SATISFACTION

Directions: Read each item below and decide how often your family exhibits the behavior or characteristic. Put an X in the column that describes your family

	Almost Always	Sometimes	Almost Never
Sense of Family			
My family… 1. listens to one another. 2. makes decisions jointly. 3. shares responsibilities. 4. is flexible and redefines roles when necessary. 5. fosters communication. 6. upholds its values. 7. expresses affection for one another. 8. is able to resolve conflicts. 9. eats a balanced diet. 10. cherishes traditions and rituals.			
Personal and Family Time			
My family… 11. laughs together. 12. shares leisure time. 13. reserves time for family. 14. reserves time for individual interest.			
Support from Family and Community			
My family… 15. has empathy for one another. 16. supports one another. 17. respects one another. 18. trusts one another. 19. admits to and seeks help with problems.			
Life Status			
My family… 20. has sufficient income. 21. has adequate housing. 22. has healthy members. 23. has adequate household furnishings.			
Adequate Child/Dependent Care			
My family… 24. has adequate child/dependent care.			

Source: Iowa State University, College of Family and Consumer Sciences, *Balancing Work and Family*. (Des Moines, Iowa, 1988).

SUGGESTIONS FOR ENRICHING FAMILIES

Directions: Read the suggestions for enriching family life listed below. Beneath each suggestion, write a specific example of that suggestion that you would enjoy doing with your family.

1. At Home Night - Have your family establish a special night for games, music, reading, a family project, or a continuing story read aloud (no television).
   Example:

2. Controlled Television - Eliminate television for one night or several hours per night to increase family interaction.
   Example:

3. Family Traditions or Rituals - Set aside a day of the week for an activity that builds a feeling of togetherness and support. Try a Special Food Night, Library Night, or Chore Day.
   Example:

4. Family Meetings - Plan times when the family gets together to discuss activities or concerns.
   Example:

5. Family Sports Activities - Plan an activity for all family members such as bowling, biking, or hiking.
   Example:

6. Planned Family Outings - Plan monthly outings where family members take turns selecting the activity, such as a visit to the zoo, a ball game, or a picnic.
   Example:

7. Family Goal Setting - Have your family work together to establish goals, such as a major trip, a family task, or a building project.
   Example:

Source: G. Henderson, *Dimensions of Life*. (Cincinnati, Ohio: South-Western Publishing Co., 1985).

ROADBLOCKS TO STRONGER FAMILIES

Directions: Beneath each roadblock explain how the roadblock could be avoided or overcome. Discuss additional roadblocks that may exist in some families

1. **Embarrassment.** Some families are afraid to bring up the topic of family enrichment.

   ____

   ____

   ____

   ____

   ____

2. **Discomfort.** Family members may feel uncomfortable about having planned activities.

   ____

   ____

   ____

   ____

   ____

3. **Lack of time.** Many families use lack of time as an excuse for not getting together for family activities.

   ____

   ____

   ____

   ____

   ____

BIRTH ORDER

Your place in the family can have an influence on the relationships in your family. Research has shown that the characteristics listed below are typical of children on the basis of when they were born. This doesn't mean that an eldest child always has certain personality characteristics, but rather that a child's place in the family influences the way he or she views life. For many reasons, there can be exceptions to the following list of characteristics.

Eldest:
- Rules are important; likes to be correct
- Likes to be the first and the best
- Is very efficient, organized, and responsible

Second of two:
- Never has parents' undivided attention
- Feels that the first child cannot be beaten
- Often acts as though in a race; tries harder to do better
- Often is the opposite of the first child
- Quickly learns the art of compromise

Middle of three:
- May feel unloved and abused
- Becomes a squeeze child when the third child is born
- May go through life feeling people are unfair; often says "it's not fair"
- More likely to seek fulfillment outside of the family

Middle child, large family:
- Usually develops a more-stable character
- Has fewer conflicts with brothers and sisters

Youngest:
- Usually has things done for him or her; likes to have others make the decisions and take the responsibility
- Finds self in an embarrassing position; is usually the smallest and weakest and is not taken seriously
- May retain the baby role, place others in his service, and become a master manipulator
- Is likely to be socially charming and have lots of friends

Only:
- Enjoys the position as the center of interest
- Sometimes has a feeling of insecurity due to parental anxiety
- Values privacy; enjoys being alone
- Is able to be cooperative; does not have to win, although can compete successfully
- If requests are not granted, may feel unfairly treated and refuse to cooperate

Source: K. Hamdorf, Ohio Cooperative Extension Service, The Ohio State University, Columbus.

COPING WITH SIBLING RIVALRY

1. Set reasonable limits about how brothers and sisters may or may not interact in your family.

    a. No one is permitted to hurt anyone physically.
    b. No one has the right to use words that will hurt or devalue any other family member.

2. Model communication techniques that assist children in working through conflict and problems.

    a. Assist children in expressing their feelings in I-messages.
    b. Assist children in expressing their complaints to the other sibling in words that describe the situation rather than in words that judge or blame.
    c. Assist children in venting their anger in constructive ways.

3. Whenever possible, allow children to work out their relationships without interference from parents. Ignore children's quarreling and squabbling when you can. When you intervene and act as judge, children become dependent on you to work out their problems.

4. Help children redirect their focus off each other and back to the problem.

5. Make each child feel special as an individual. The hardest object for children to share is a parent. Don't try to be fair or equal to your kids, but rather treat each as a unique, special person.

6. Model respect for the property and privacy of other family members.

STRESS CHECKLIST: YOUR FAMILY

Directions: Place a check in front of those items that describe your family.

_______ Is able to meet its basic needs for food, clothing, and shelter

_______ Is physically healthy

_______ Has routines for daily living

_______ Shares labor on a basis agreeable to all

_______ Has regular times to meet and communicate

_______ Supports the work and interest of its members

_______ Responds to individual concerns and feelings of its members

_______ Participates in community efforts

_______ Has a supportive community around it

_______ Has a supportive national situation around it

_______ Does things together that all members enjoy

_______ Is not coping with transitional or chronic crisis (moving, death, or divorce, alcoholic member, having a 2-year-old)

Source: I. Chalufour and M. Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education).

STEPS IN FAMILY STRESS MANAGEMENT

1. **Be aware of the signals of stress**

   Notice signs such as withdrawal, regression, acting out, physical symptoms, changes in interactions, high emotions

2. **Recognize the sources of stress**

   Stop to observe and listen to each other, ask questions, find the sources of stress

3. **Communicate with people involved**

   Take time to talk with family members, support people, school personnel

4. **Plan how to lower the stress level**

   Brainstorm various choices, discover how everyone feels about each, develop a plan to try the one that seems best. Realize that even if the ideal solution is not possible, children will still feel supported and encouraged by an improvement

5. **Implement the plan, then evaluate it**

   Ask how everyone feels about the new plan. Discuss changes to be made.

6. **Get outside help when it is needed**

   Seek the aid of local agencies or individuals to help the family get a new perspective, some new ideas, and new energy.

Source: I. Chalufour and M. Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education).

EFFECTS OF DIVORCE ON CHILDREN

1. Common reactions of children include sadness, shock, depression, anger, and low self-esteem. Children experience grief and sadness over the loss of a parent. They may also lose their home, neighborhood, school, and friends, if the divorce results in a move.
2. Children, especially teenagers, may feel that they must take sides.
3. Children may feel a lack of control. Divorce causes many unpleasant changes for children over which they have no control. This feeling of a lack of control results in anger.
4. Almost all children fantasize about their parents getting back together again.
5. Children may idolize the absent parent and take out their anger on the custodial parent.
6. Some children are relieved that the unhappy family situation has ended. Divorce is an improvement for the children only if the parental fighting does not continue after the divorce.
7. Young children often do not understand what is going on when divorce occurs and may regress to a more dependent level (e.g., they may return to wearing diapers and demanding help with things they are able to do by themselves).
8. Children may feel responsible for the divorce (*ages 2-5 and 9-12).
9. Children may be anxious and fearful of losing the other parent (*ages 2-5).
10. Children may understand what is going on but lack the skills to deal with it (*ages 6-8).
11. Children may try to act out the role of the absent parent (*ages 6-8).
12. Children may feel anger toward the parent they feel is responsible for the divorce (*ages 9-12).
13. Children may act up at school.
14. Children may have physical reactions, such as loss of appetite, diarrhea, or sleeplessness.

*Indicates the age group most effected.

Source: University of North Dakota, Department of Home Economics Education, *Life Skills for Single Parents*. (Grand Forks, North Dakota: 1988).

GUIDELINES FOR HELPING CHILDREN COPE WITH DIVORCE

1. Take care of yourself - children are not helped by feeling their parents are martyrs. Read and follow suggestions for helping yourself work through feelings, set goals, and build a new, happier life and friendships.

2. Notify the school and others who work closely with your child - enlist their support of the child and tell them they can contact you with any concerns regarding the child.

3. Encourage child to discuss her (his) feelings with you - be empathetic in listening, nonjudgmental, and nondefensive. Tell the child to let you know if you are making her (him) uncomfortable.

4. Be honest about your feelings regarding divorce without being defensive or dragging the child into the middle. Use "I feel" statements rather than "she did" or "he did" or "I didn't." Try to be brief but give an honest picture of where you are so the child knows.

5. Reassure children of your love for them which will always be there and does not end with divorce. If you can do so honestly, reassure them that both parents love them.

6. Maintain as much stability and consistency as possible. Make arrangements for the children to have frequent, positive, regular contact with both parents separately. (Seeing parents together is confusing unless a reconciliation is contemplated - witnessing fights is very destructive; witnessing brief, civilized exchanges between divorced parents is reassuring to the children.)

7. Encourage children to talk to the other parent about concerns related to the other parent and don't discuss the other parent negatively under any circumstances. Don't put the children in the middle - often their negative comments are to please you, but it hurts them to do this. Both parents are part of their identity so to reject a parent is to reject a part of themselves.

8. Expect, accept, and support them when they are having adjustment stress. This is usually short-term unless the parent(s) fail(s) to adjust appropriately.

9. Have fun with your children when you're able to do so - even a short intimate time together means a lot.

10. Help the children understand that the divorce is in no way related to any of their behavior; they are not responsible and should not feel guilt.

11. Don't let your own guilt put them in a place where they can manipulate you (for money, favors, etc.).

12. Don't fight with your ex-spouse in front of the children - do it in private if it needs to be done.

13. Seek divorce counseling - all parties involved, if possible - to work through divorce and children's issues constructively with the help of an objective trained outside person.

CONCERN: PARENTING IN FAMILIES AND COMMUNITIES

Module: Dealing With Special Parenting Circumstances

5.32

Outcomes:
- Evaluate the impact of children with special needs on families
- Identify strategies for nurturing children with special needs
- Discuss circumstances that cause families to live apart, such as divorce or incarceration
- Identify strategies for maintaining the parent-child relationship while families live apart

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Special Needs Children	PROBLEM	a. Read each of the situations below and discuss the consequences of that situation for the child and the parents. (1) Latoya is missing two fingers on her right hand. (2) Kelly has been diagnosed as a kleptomaniac. (3) Jason has a learning disability and reads well below his grade level. (4) Bobby has been blind since birth. (5) Gary is deaf in one ear. (6) Ann has cerebral palsy. She is confined to a wheelchair, is unable to feed herself, and can communicate only by her eye movements. *Discussion Questions* • *Which of the above situations would be easiest to cope with as a parent? Why?* • *Which of the above situations would be most difficult to cope with as a parent? Why?* • *What factors influence how well a parent adjusts to these special parenting circumstances?* b. Using resources, describe each one of the special needs listed below, explain how and when that particular need is identified, and discuss how being a parent of a child with one of these special needs would influence parenting roles and responsibilities. (1) Physical limitations (2) Emotional limitations (3) Intellectual limitations

CONCEPT	PROCESS SKILLS	STRATEGIES
		(4) Communicative disorders (hearing, sight) (5) Learning disabilities (6) Environmental handicaps (economic, abusive family history)
		c. Using resources, identify the stages of grief and explain how parents with handicapped children experience grief over the loss of a normal child.
	PR	d. Working in small groups, use practical reasoning to decide how you would handle each of the situations listed below. Share your decision with the class and explain how you arrived at it. (1) Your four-year-old boy has Down's syndrome. While watching him play in the park, you notice other children making fun of his appearance. He runs over to you in tears. (2) Your seven-year-old daughter would like to attend her neighborhood elementary school. The school insists that since she is confined to a wheelchair, her needs would be better served at a school for the handicapped on the other side of town. Your daughter is adamant that she does not want to go to a "special" school.
		e. Invite an early intervention specialist to class to discuss how state and federal laws influence the services provided to families with special needs children.
		f. Examine **Individual Family Service Plan (IFSP) (p. 175)** and **Parents and IEPs (p. 176)** and discuss parents' involvement in developing a plan to nurture children with special needs. *Discussion Questions* • *Why should parents who have children with special needs be aware of services available in the community?* • *What would happen if a parent were not aware of these plans?* • *How can parents help achieve goals set forth in these plans?*
		g. Read **The Twelve Commandments for Parents of Children With Disabilities (p. 177)**, and discuss reasons why each commandment is identified.
2. Parents Living Apart from Children	PROBLEM	a. Brainstorm a list of reasons why parents might be separated from their children. Consider those listed below. Discuss how each separation might affect the parent-child relationship.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Divorced parent lives in another city (2) Parent is incarcerated (3) Parent's work takes him or her away from home for extended periods (4) Children are in foster care b. Using resources, identify strategies for maintaining the parent-child relationship while living apart.

INDIVIDUAL FAMILY SERVICE PLAN (IFSP)

IFSP means a written plan for providing early intervention services to an eligible child and the child's family. The plan must

- Be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services.
- Be based on the multidisciplinary evaluation and assessment of the child and the assessment of the child's family.
- Include services necessary to enhance the development of the child and the capacity of the family to meet the special needs of the child.

The content of the IFSP must include the following:

- Information about the child's status (present levels of development).
- Family information (with the concurrence of the family).
- Outcomes (outcomes to be achieved, criteria, procedures, and time lines).
- Early intervention services (specific services, frequency, location, method, payment, if any).
- Other services (medical, etc.).
- Dates (duration of services).
- Transition at age three.

Source: *Final Regulations: Early Intervention Program for Infants and Toddlers with Handicaps*, 1989.

PARENTS AND IEPs

(INDIVIDUAL EDUCATION PLAN)

The IEP is developed upon entering the program and at the end of each school year. You can effectively participate in developing your child's IEP by knowing what to expect and what questions to ask. The following may be used as a guideline.

1. IEP STAFFING

These people may attend:
Parents, Child (when appropriate), School Psychologist, Teacher, Principal, Community Coordinator, Specialists (who work with your child), School District Representative

ATTEND THE SCHEDULED MEETING ON TIME. (It's very difficult to reschedule meetings with many people involved.)

3. LONG-TERM GOALS

Discuss what you would realistically like to see your child doing in the future (1 , 2, or 5 years). Consider all that is known about your child.

ASK!

1. What can you do to help at home?
2. Who should you call if you have any questions?
3. When and how will your child's objectives be evaluated?
4. Make sure you receive a copy of the IEP so you can keep your own records.

2. PRESENT FUNCTIONING LEVEL

Discuss with the teacher and specialists what your child can do NOW. You may go over testing results in the following areas:

Physical
Occupational
Behavioral-Psychological
Speech
Medical
Academic

PREPARE

1. A list of self-help skills your child has.
2. A description of how your child responds to others (children and adults).

4. SHORT-TERM OBJECTIVES

Each long-term goal is broken down into a program of short-term objectives. They begin with what your child can presently do, and then gradually get more difficult. Be sure these objectives are measurable and stated in specific terms. Each program should include the following:

1. **The person responsible**
2. **Amount of training per day**
3. **Materials used**
4. **Beginning date**

Source: V. Richardson, *Family Ties*. (Worthington, Ohio: Ohio Coalition for the Education of Handicapped Children, 1990).

THE TWELVE COMMANDMENTS FOR PARENTS OF CHILDREN WITH DISABILITIES

I. Thou art thy child's best and most consistent advocate.

II. Thou hast valuable information about your child. Professionals need your input.

III. Thou shalt put it in writing and keep a copy.

IV. Thou shalt try to resolve problems at the lowest level but not hesitate to contact a higher authority if problems are not resolved.

V. Thou shalt keep records.

VI. Thou shalt seek out information when needed.

VII. Thou shalt take time to think through information before making a decision.

VIII. Thou shalt have permission to be less than perfect. Important lessons are learned from both successes and failures.

IX. Thou shalt not become a martyr. Decide to take a break now and then.

X. Thou shalt always remember to tell people when they are doing a good job.

XI. Thou shalt maintain a sense of humor. It is great for your emotional well-being and that of your child.

XII. Thou shalt encourage thy child to make decisions because one day he or she will need to do so.

Source: V. Richardson, *Family Ties*. (Worthington, Ohio: Ohio Coalition for the Education of Handicapped Children, 1990).

CONCERN: PARENTING IN FAMILIES AND COMMUNITIES

Module: Understanding the Shared Responsibility Between Families and Society

Outcomes:
- Explain the interdependent relationship between families and society in sharing the responsibility for children's education, mental and physical well-being, recreation, and protection from danger
- Create ways to enhance the child's strengths and uniqueness in laying a foundation for positive academic experiences
- Help children adjust to and succeed in school
- Understand the importance of teaching children to use the world's resources responsibly
- Describe ways parents can influence change in society and government for the benefit of parenting families and children

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Interdependent Relationship Between Families and Society	PROBLEM	a. For each responsibility listed below, discuss how communities and society assist parents in fulfilling that responsibility with regard to the nurturing of children. (1) Education (2) Protection (3) Recreation (4) Health *Discussion Questions* • *What would happen if society did not support families in their role of nurturing children?* • *In what ways has the community supported you in your parenting role?* • *How have you supported the community?* b. Complete **Forming Our World (p. 182)**. c. Review **Parents in Their Environment (p. 183)** and complete **Parents in Their Environment Discussion Guide (p. 184).**

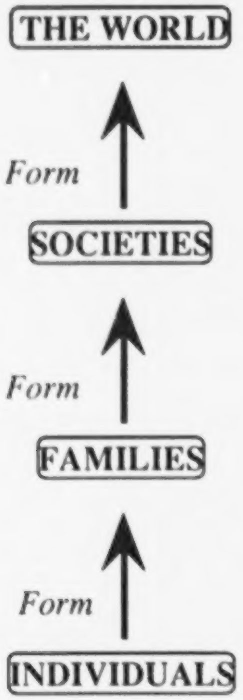
CONCEPT	PROCESS SKILLS	STRATEGIES
2. Enhancing Success in School		a. Meeting in small groups, recall experiences from when you were in school. Discuss whether school made you feel good or bad about yourself. Brainstorm ways parents can help children have more positive experiences at school.
		b. Invite a kindergarten teacher to class to discuss factors affecting a child's readiness for school and ways parents can prepare their child for beginning school.
		c. Complete **Thinking About Your Learning Style (p. 185)**. *Discussion Questions* • *Why is it important to know your learning style as a parent?* • *Why is it important to know your child's learning style?*
		d. Read **Your Child and Reading (p. 186)**, and brainstorm additional ideas for helping your child develop reading skills.
		e. Read **Helping Your Child at Home (p. 187)** and **Helping With Homework (p. 188)**. Set goals to improve your involvement with your children for the coming week. Report your progress to the class.
		f. Review **Conference Questions (p. 189)**. *Discussion Questions* • *Why is it sometimes difficult to communicate with your children's teachers?* • *Would you feel comfortable asking these questions? Why or why not?* • *What other ways can you communicate with teachers other than during parent-teacher conferences?*
		g. Using resources, distinguish between learning disabilities, mental retardation, lack of intelligence, lack of trying, and developmental delays. Discuss ways parents can be supportive when children are having difficulty in school.
		h. Using resources, identify ways to be an advocate for your children, both privately and publicly such as those listed below. (1) Help your children understand their strengths and limitations. (2) Help them prevent or resolve problems in school.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(3) Help your children do the work they need to do, given their personal learning styles. (4) Help others understand your children's learning styles and methods of expression.
3. Responsible Use of World's Resources	PROBLEM	a. Brainstorm ways your family uses energy and natural resources in each of the categories listed below. Discuss how your energy-use patterns as a parent influence the way in which your children use energy and natural resources. (1) Food and food preparation (2) Products and services for the home (3) Transportation (4) Clothing (5) Personal-care products *Discussion Questions* • *Why should parents be concerned about how children use energy and natural resources?* • *What influences children's energy-use habits?* • *Who is responsible for using resources wisely?* • *What will happen if resources are not used wisely?*
		b. Using resources, identify ways to conserve natural resources in your home. Develop a poster illustrating these ideas and display it in your home.
		c. Identify recycling programs operating in your community. Identify whether the programs are mandatory or optional, when and where recyclable items can be bought, and how much is paid for the items.
		d. **Parent-Child Interaction:** Using **Trash Dash (p. 190)** and **Trash Dash Gameboard (p. 191),** play with your children.
		e. **Parent-Child Interaction:** Record the amount of trash your family generates in one day. Identify the categories of the trash, such as newspaper, food waste, cans, and plastic containers. Decide on ways your family could recycle trash.
		f. **Parent-Child Interaction:** Conduct a recycling program in your home. Collect recyclable items and deliver them to a recycling center. Keep a chart showing the kinds and amounts of recycled items.

CONCEPT	PROCESS SKILLS	STRATEGIES
		g. **Parent-Child Interaction:** Write a contract for improving your family's use of natural resources. Have all family members sign the contract and keep track of your progress toward these improvements for one week. Decide on a reward or special event for good progress. Report your experiences to the class.
4. Advocacy for Children		a. Identify local, state, and national issues that concern parents and that involve the well-being of children. Discuss why parents should be concerned about these issues. b. Read **Communicating for Effective Advocacy (p. 192-193)** and identify areas in which you want to improve your advocacy skills. c. Invite a panel of local activists to share their experiences in affecting change and to identify ways to get involved in local issues.

FORMING OUR WORLD

DIRECTIONS: Study the chart below, and think about how individuals and their beliefs, values, and actions influence their families, their society, and the world. Discuss the questions below and determine ways families, societies, and the world affect each other.

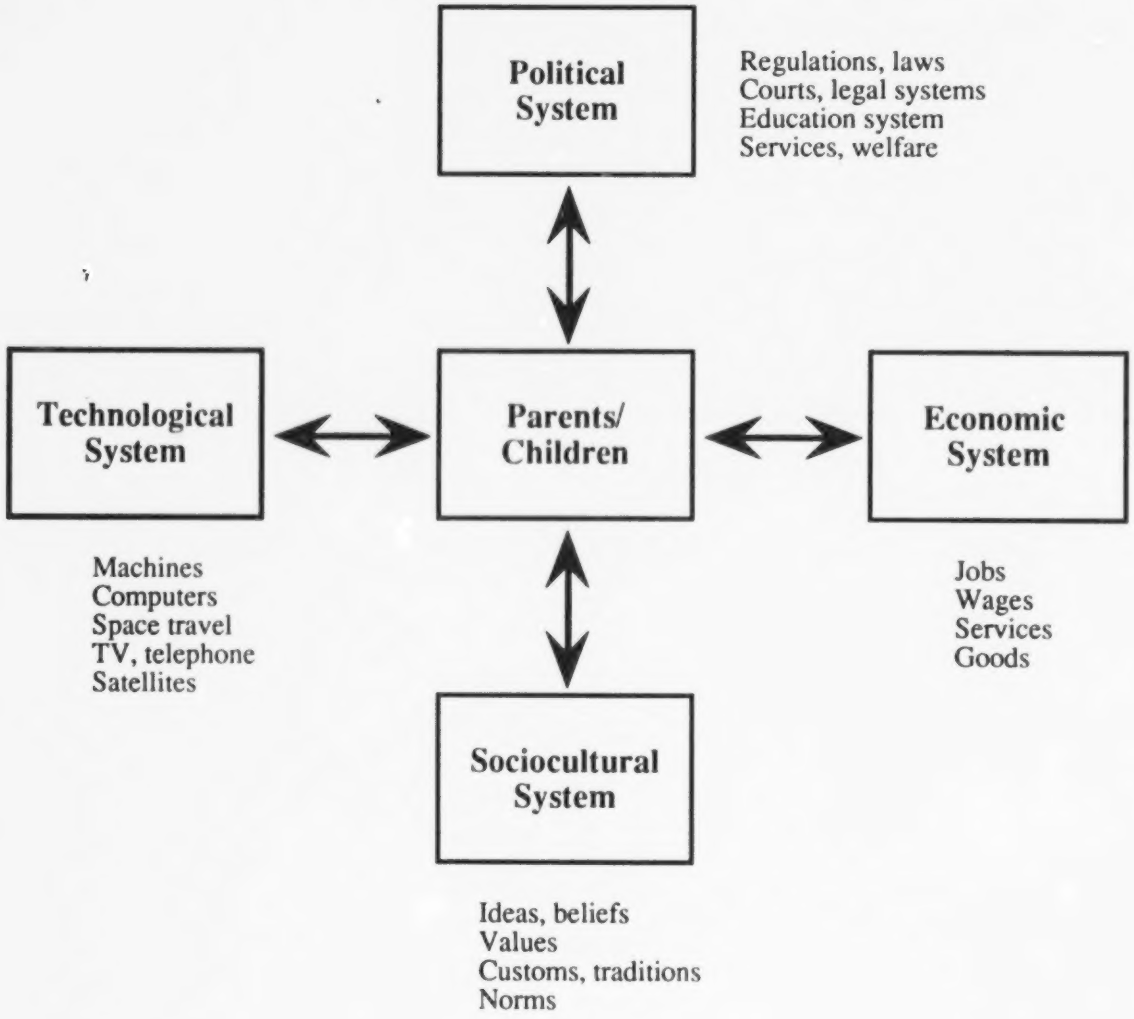


What would be the effect on families, on our society, and on the world if…

1. No families had children?
2. Most families had 6 to 8 children?
3. No one thought learning to be good parents was important?
4. There were no laws?
5. All families were concerned about the kinds of laws we have and worked to see that laws protecting families and children were enacted?
6. There were a world war?
7. Transportation means made it possible for families to travel from country to country quickly and easily?
8. No one believed that work and financial security were important to families?
9. Most families believed that personal pleasure and entertainment were the most important value?
10. Families valued guiding their children in such a way that they would develop to their fullest potential?
11. Large percentages of our children were nurtured by immature teens who did not have an education or job training?
12. High-quality child care were provided for all working mothers?
13. Families valued loving and caring relationships more than having lots of consumer goods?
14. Families taught children to conserve our natural resources?
15. There were no child abuse?
16. A large percentage of pregnant women abused drugs and alcohol?
17. All parents received training in how to be good parents?

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Technology Resource Center, 1990).

PARENTS IN THEIR ENVIRONMENT



PARENTS IN THEIR ENVIRONMENT DISCUSSION GUIDE

Directions: As you view the diagram, **Parents and Their Environment (p. 183),** divide into groups and discuss the answers to the following questions.

POLITICAL SYSTEM

1. What are some things the government could do that would affect the family? (provide education, food stamps, welfare, pass laws, charge taxes, provide services, establish regulations, etc.)

2. What are some things families could do that could have an effect on the political system? (vote, run for office, serve on committees and boards, lobby for legislation, write letters, etc.)

ECONOMIC SYSTEM

1. What are factors in the economics system that affect families? (plants close and jobs are lost, strikes, increase/decrease in inflation, interest rates rise/fall, new jobs are created, goods and services are available for consumption by families, workplaces provide child care, etc.)

2. What are ways the family could affect the economic system? (provide workers, save/spend money, boycott products, buy foreign/domestic goods, use services, consume goods/services, etc.)

SOCIOCULTURAL SYSTEM

1. In what ways does our society/culture affect families? (holds values, beliefs, and ideas which are transmitted to the family; passes along traditions; expects families to conform to the norms of the culture/society; etc.)

2. In what ways can and do families affect the society/culture in which they live? (Families, when taken together, make up the culture. What happens in families or what does not happen there becomes the society/culture of the future. Families rear children who will become the citizens of tomorrow. They teach children about the ideas, values, traditions, etc.)

TECHNOLOGICAL SYSTEM

1. In what ways does technology affect families? (Machines, computers, TV, telephones, etc., are a part of almost every family's life. They reduce drudgery, provide transportation, information, and time saving; and they keep track of very large amounts of information about each of us.)

2. How can families take advantage of or affect the technological system? (Families can use or not use the technology available to them. They can express ideas on how intrusive technology should become in the lives of families. They provide workers, some of whom help invent new technologies.)

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Technology Resource Center, 1990).

Thinking About Your Learning Style

Directions: Use the question below to think about how you like to learn. Imagine how your child would answer these questions. Compare your learning style with the learning style of your child.

Can you remember something after hearing it, or do you prefer to see it written down?

Can you grasp an abstract idea easily, or do you first need a hands-on experience with it?

How long can you concentrate on one subject?

Is it hard to remember facts, or can you recall them easily? What about numbers? dates?

What subjects do you like to study? What is not interesting to you? Do any make you feel anxious?

What characteristics do you appreciate in a teacher? Challenging? Formal? Gentle and Kind? Clear? Other?

What components do you appreciate in a teaching format? Discussion? Lecture? Movies? Reading? Others?

What conditions do you appreciate in a learning setting? Enough light? Fresh air? Uncrowded? Others?

Source: I. Chalufour and M. Withers, *Like Parent, Like Child.* (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education).

YOUR CHILD AND READING

Make use of everyday activities–

Words are everywhere, not just in books. They are on the milk carton and the cereal box. They are on billboards and on the mailbox. They are on toys. Even the boxes that toys come in have words printed on them.

Children like to try to read words around them, and aren't afraid to guess at their meanings. For example, a child may point to the word stamped on an orange and say "orange," when the word really is "Sunkist." The child's guess, though incorrect, makes sense and shows that the child knows what reading is all about. Praise your children for making guesses about the words they see. Children learn to read by using everything they know to figure out what words say.

There are many ways you can help children learn about reading, using words that you encounter every day:

- When walking or riding down the street, point to words on traffic signs. ("We have to stop here because the sign says 'Stop.'")

- When shopping at the grocery store, ask your child to find things for you. When the child brings the box or can to you, point to the name printed on the container and read it. ("Thank you for getting the bread. See? It says 'bread' right here.")

- When you get home from the store, have your child help you put things away. Occassionally point to an obvious word on a label and ask, "What do you think this word is?"

Activities with paper and pencil or alphabet letters (magnetic, wooden, or plastic) are fun for children of all ages. Younger children might simply manipulate them, while older children can learn some specific reading skills. Parents and children can

- Point to letters and name them ("This is 'J.' This is 'I.' This is 'M'"). Show that letters make sounds when put together.
- Arrange letters in a line and ask what word they make ("What does this say? Is it 'Jim'?"). If the letters don't make a real word, you can say, "That's not a real word. Only certain letters together make words. I want to find the letters to make 'Tanya.' Spell 'Superman.'"

Words are everywhere. Help your child learn how to say them and what they mean!

Source: Unknown

HELPING YOUR CHILD AT HOME

Teachers teach, but so do parents. You may not be able to explain math concepts to your first grader, but there's still an important role you can play in your child's education.

- Show your youngster that you enjoy reading by reading books, magazines, and newspapers on a regular basis. Children are wonderful imitators.
- Take your youngster to the library often.
- Encourage a love for writing by suggesting your youngster dictate a letter to Grandma or a favorite cousin in another town, while you write it down. Or better yet, let your youngster do the writing. If you go on a summer vacation, help your youngster keep a diary. Each night before going to bed, have your youngster dictate the day's events while you write them down. Leave room for your child to draw pictures. Chances are the diary will be at show-and-tell soon after school starts in the fall.
- Limit television viewing. On a regular basis, turn off the television and have a family reading period. Family members can each bring their own reading material, or one person can read a story to the entire family. Once your youngster can read, encourage the child to read aloud to the rest of you.
- Ask the teacher for activities you and your child can do at home to reinforce classroom work.
- Provide a place at home where you and your child can work together quietly.
- Don't push your child to learn too fast. Remember, first graders are still young. They need time to play and relax.
- If your youngster has a large task to accomplish, break it into parts that are manageable for your child. For first graders, 15 minutes per day of home chores is enough.
- Turn your refrigerator into a bulletin board for your youngster's schoolwork. Your pride goes a long way in motivating your youngster to continue working up to his ability.
- Play card and board games that rely on sequence, memory, numbers, letters, and words. Most games come with manufacturer's recommendations on players' ages.
- Turn household routines into learning experiences. Let your youngster help you cook--an activity that includes measurement, sequence, fractions, health habits, timing, and coordination.
- Give your youngster a crayon and an old magazine. Ask the child which letters her class is working on in school, and then have her circle as many of those letters as she can find.
- Never compare your youngster to other people's children or to brothers and sisters. Instead, help your child identify his own strong points.
- Help your youngster build self-esteem by thinking positively. Instead of dwelling on the two words missed in a spelling test, praise your child for the eight words spelled correctly.
- Finally, assist your child in developing self-discipline. Emphasize how important it is to concentrate on the task at hand. Then compliment the child once the job's completed. And remember that a child's standards may not be the same as yours.

Source: Columbus City Schools' Family Life Education Program, Columbus, Ohio.

HELPING WITH HOMEWORK

There is a big difference between helping your youngster with homework and doing the homework yourself. If it is a difference you don't understand, your child may have you doing the homework before you realize it. Here are some tips to avoid that.

- Provide a place that is quiet and well lit for doing homework. That may be the kitchen table or a desk in your youngster's room. It should not be in front of the television or in an activity-filled part of the house.
- Set aside study time each school night. If your child doesn't have homework, or if the youngster completes assignments before study time is over, encourage free reading, rechecking of answers, or doing extra-credit work. The idea is to set aside a block of quiet time that is consistently used for school-related work.
- Be positive about study time. Help your youngster understand that it's an opportunity to learn and develop good study habits. Never use study time as a punishment by saying to your children, "Okay, because you were fighting after school, you'll have to begin study time 15 minutes early tonight."
- Turn off the television, radio, and stereo during study time. Have your child explain to friends that social phone calls must be made before or after study time.
- Have your child make a list of the assignments that must be completed. Then have your youngster check off each one as it is finished. That will help the child see the progress being made.
- If your child asks for help, be available. But don't provide the answer. Rather, aid your youngster in finding the answer. Ask leading questions, such as "Why did this happen?"
- If you don't understand a concept your youngster is working on, say so. There's nothing wrong with kids realizing that parents don't know everything. If the two of you can't solve the problem, however, don't just drop it. Take a trip to the library or suggest that your youngster go in early the next day to visit with the teacher.
- Occasionally, your youngster will have a specific assignment that requires extra effort. It might be writing a report, conducting a survey, or creating a special art project. Take time at the dinner table for everyone to brainstorm ideas.
- If your child asks you to go over the homework before it's turned in, circle math problems that are wrong, but don't provide the correct answer. Likewise, if you proofread work, circle misspelled words or punctuation errors, but insist that the child make corrections.
- If there seems to be a particularly large amount of homework on a certain night, suggest that some of it be done before supper and the rest in the evening. Kids, like adults, need a break. If it all must be done after the evening meal, encourage your youngster to take a break at the halfway point for a snack.
- Show by example that you value learning. During the child's study time, read instead of watching television. If you're in an adult education class, use that same time to do your homework.
- If your youngster consistently fails to do assigned homework, or does only part of it, see the teacher. The teacher may suggest a system of consequences and rewards which both you and the teacher can enforce by working together.
- Finally, your attitude and support are the keys to your child's success.

Source: Columbus City Schools' Family Life Education Program, Columbus, Ohio.

CONFERENCE QUESTIONS

The parent-teacher conference is your best opportunity to discover how your youngster is doing in school. But conference time is limited, so go prepared with a set of questions to ask the teacher.

1. How is my child doing academically?
2. Is my youngster working up to his/her potential?
3. Does my youngster display any special abilities or unique skills?
4. What do you intend to accomplish in each academic area?
5. What are my child's work habits?
6. Is my child "grouped" according to ability in any subject area?
7. May I see some examples of my child's class work?
8. How is my child doing socially?
9. How well has my child made the adjustment to kindergarten?
10. How well does my child behave?
11. How does my youngster relate to peers? To adults?
12. Does my youngster accept responsibility?
13. How well does my child work independently?
14. Does my child need special help in any area?
15. What can I do at home to help reinforce what you're trying to accomplish at school?

Source: "Your Child Starting School," *Better Homes and Gardens*.

TRASH DASH

Objective: To get your garbage truck all the way around the board with the least amount of garbage to take to the dump

Supplies: 1 coin, game board, 2 or 3 game pieces, 1 tally sheet per player.

Rules:

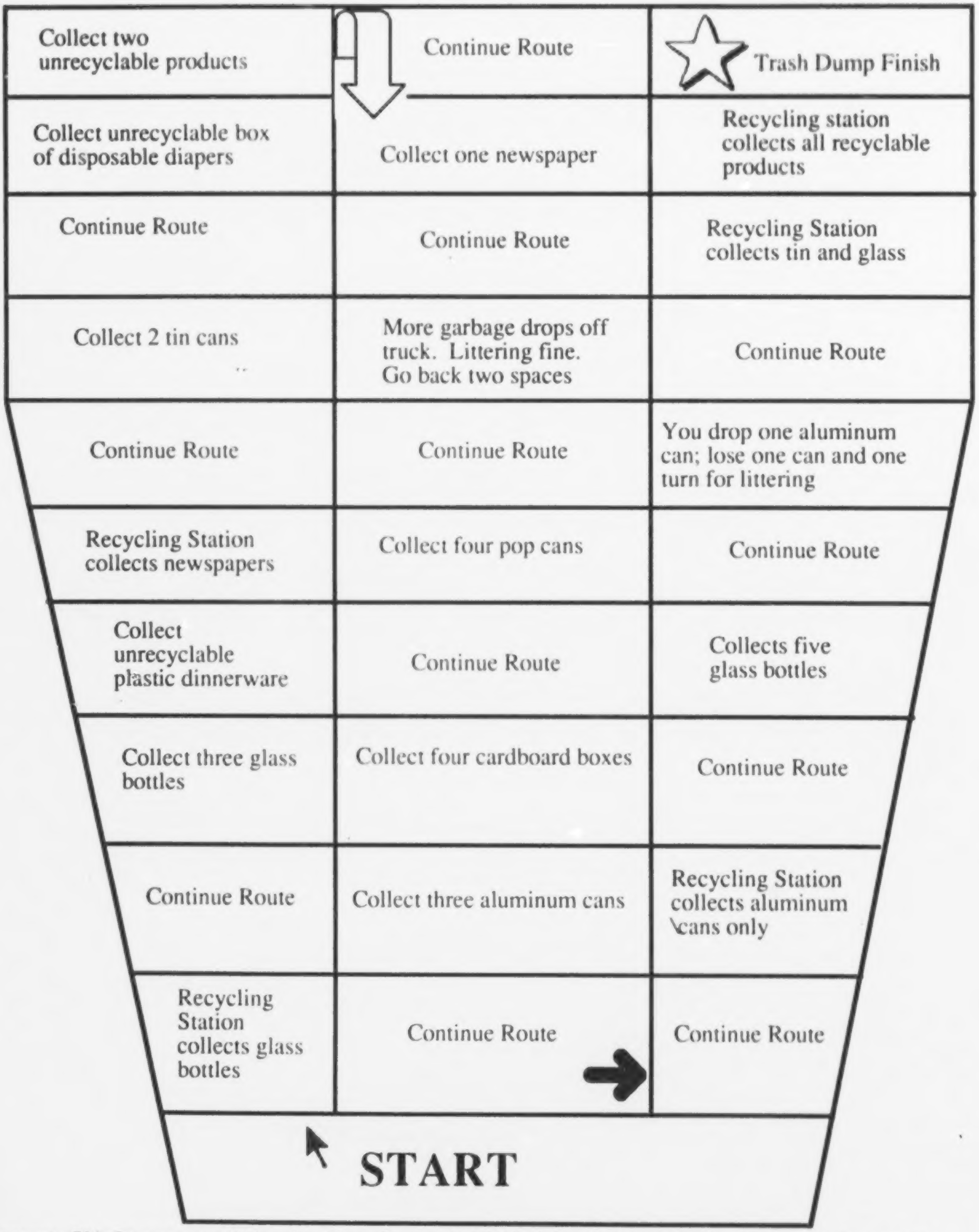
1. Give each player a tally sheet like the one below and a game piece.
2. The first person to have a turn flips the coin. If the coin is heads, go ahead three spaces. If the coin is tails, go ahead one space. Each player follows in turn.
3. Each player goes completely around the game board. At each collection site, the player is to record his or her garbage collection on the tally sheet.
4. If a player lands on a recycling center, he or she may cross the recyclable items off the tally list.
5. Upon reaching the trash dump, each player is to tally up the garbage he or she must dump.
6. The player with the least amount of garbage wins Trash Dash.

TRASH DASH TALLY SHEET

As you collect garbage, write the amount below. If you land on a recycling center, subtract the garbage from your list.

Unrecyclable Products	Glass Bottles	Newspapers	Aluminum Cans	Tin Cans
Total	Total	Total	Total	Total

TRASH DASH GAMEBOARD



Collect two unrecyclable products	Continue Route	Trash Dump Finish
Collect unrecyclable box of disposable diapers	Collect one newspaper	Recycling station collects all recyclable products
Continue Route	Continue Route	Recycling Station collects tin and glass
Collect 2 tin cans	More garbage drops off truck. Littering fine. Go back two spaces	Continue Route
Continue Route	Continue Route	You drop one aluminum can; lose one can and one turn for littering
Recycling Station collects newspapers	Collect four pop cans	Continue Route
Collect unrecyclable plastic dinnerware	Continue Route	Collects five glass bottles
Collect three glass bottles	Collect four cardboard boxes	Continue Route
Continue Route	Collect three aluminum cans	Recycling Station collects aluminum cans only
Recycling Station collects glass bottles	Continue Route	Continue Route

START

Soource: Ohio Department of Education, *Home Economics Middle School Resource Guide.* (Columbus, Ohio, 1990.)

COMMUNICATING FOR EFFECTIVE ADVOCACY

Knowing how to communicate assertively is a skill basic to effective advocacy. Through effective communication, you will be better able to advocate action for a child's needs in a way that is effective.

"Only a Parent" may be a label you have accepted without question. If you expect professionals not to pay attention to your knowledge and beliefs, it will be evident in the way you present yourself. If you do not really expect others to listen to you, your expectation will be met. They will not listen.

As a result, you feel frustration, anxiety, or even hostility. You feel unable to influence those responsible for providing services to your child. Also, like many parents, you may be afraid to disagree because you believe it will affect how your child is treated.

It is natural for you to have these feelings. When you overcome them, however, it will be easier to say what you mean in a way that will influence others.

You can learn to express your needs clearly and directly in a self-confident way even when you don't feel self-confident. By doing so, you will be able to replace the label that states "Only a Parent" for one that reads, "Important Because I am a Parent."

Assertive communication is made up of four components: 1) how you view yourself and others; 2) how you present yourself; 3) how you speak; and 4) how you follow through.

This guide is meant to help you discover how to communicate more effectively with professionals in all areas.

I. HOW YOU VIEW YOURSELF AND OTHERS:

Develop A Belief In Yourself And Your Capabilities. Attitudes are crucial in effective communication.

Try To Recognize And Overcome Old Feelings Of Inadequacy Left Over From Your Own School Experience. These will influence your attitudes. The REAL issue is your child's education.

Remind Yourself That The Law Upholds Your Right To Participate In Planning Your Child's Education. It is legal recognition of your importance.

Prepare For Meetings. Make a list of what you want to ask and points you want to make. Rehearse what you wish to say. Take pen and paper to take notes. These are evidence of your belief in your importance.

II. HOW YOU PRESENT YOURSELF:

Take Care With Your Appearance. Your general appearance reflects your attitude toward yourself. Dress appropriately. If you only have jeans, make sure they are clean and mended. A well-groomed look communicates that you expect to be taken seriously.

Where And How You Sit Communicate Your Willingness To Be Involved. Sit in the middle of the group, with a relaxed but alert posture.

Look At Whomever Is Speaking. When You Speak, Make Eye Contact. Practice this with your family and friends.

Avoid Excessive Or Unrelated Hand Or Body Movements. These distract from what you are saying.

III. HOW YOU SPEAK:

Listen Carefully To What Others Say, So You Can Respond Appropriately. Repeat what you heard and ask if you understood correctly. Practice this with a friend, so you don't feel silly doing it.

State Your Point Of View Firmly And Directly, With Respect. To do this, use "I" statements, such as "I believe this is a good goal," instead of "You always put me down, when I suggest a goal."

Ask Questions Without Apologizing. When you don't understand words or terms that are used, or the purpose of a test, for example, ask what is meant, or how the information will be used.

Keep Your Cool. If you can resist showing anger, you give the impression of being someone who is informed and confident. It gives you control.

Discuss Any Complaints Directly With The Person Responsible. If that is not satisfactory, find out who is in charge, who can solve your problem, and what their role is in the "chain of command." By demonstrating your knowledge of how the system works, you are more effective in getting a problem solved.

Bring Up Only One Point At A Time. Speak only about the problem that is urgent, and not about old complaints. Do not use words like "never" and "always." They are not accurate and limit your effectiveness.

Let Professionals Know When You Are Pleased With Something. They are human also, and like to be appreciated.

IV. HOW YOU FOLLOW THROUGH:

Keep A File Of All Letters Or Any Other Papers Regarding Your Child. They are useful in communicating that you know what you are talking about.

Make Sure You Understand What Was Agreed Upon At The Conclusion Of Any Conference Or Phone Conversation:

(a) what the teacher or other official has said she/he will do;
(b) what you have said you will do;
(c) date and time for further communication, if any.

Follow Through With Any Plan Agreed Upon. Make a list of what you agreed to do and when it will be done. If you cannot follow through, promptly explain why, and ask what else you can do to follow up.

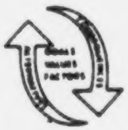
If You Feel Intimidated When Meeting With Teachers Or Other Professionals, It Is Not Unusual. Most of us believe we must accept what people in authority say, even though we may have questions or concerns.

Source: G. Markel, and J. Greenbaum. *Parents are to be Seen and Heard*. (San Luis Obispo: Impact Publications Co., 1979).

CONCERN: PARENTING IN FAMILIES AND COMMUNITIES

Module: Utilizing Community Resources

Outcomes:
- Describe the purpose of support systems
- Identify community services and the cultural and educational programs available for serving family needs
- Devise a model for developing a support network of family, friends, and community services
- Use communication skills to seek out and work with those who can provide support

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Purpose of Support Systems		a. Brainstorm a list of all the ways the word "support" is used, such as child support, support hose, and bridge supports. Write a definition for the word "support" that fits the uses of the word.
		b. Working in small groups, list experiences or situations in your life when you needed support as a parent. For each experience or situation, share where you turned for support. *Discussion Questions* • *What would it be like if you had no source of support as a parent?* • *What are the consequences of having support systems around you?* • *What influences whether you seek support from others?*
		c. Brainstorm a list of problems for which parents might seek outside assistance. Discuss why some parents may or may not seek assistance for these problems.
2. Community Resources Available to Parents		a. Invite a panel of people to class who help provide support for parents. The panel might include ministers, parent educators, shelter house counselors, or probation officers. Develop a list of questions to ask panel members. This list might include the questions listed next.

CONCEPT	PROCESS SKILLS	STRATEGIES

(1) Why do families need community support?
(2) Do families today need more support than families of 50 years ago? Why or why not?
(3) What type of support is available to parenting families in our community?

b. Brainstorm a list of all the community resources you have used or heard about that provide services in each of the areas listed below. Collect and display pamphlets and brochures from as many sources as you can that explain services available for parenting families in the community.

(1) Educational
(2) Recreational
(3) Financial
(4) Health and Safety
(5) Legal
(6) Food
(7) Housing
(8) Employment
(9) Child Care
(10) Counseling and Mental Health

c. Review **Toll-Free Numbers (p. 198)** and identify which numbers would be helpful to parents.

PR

d. Using practical reasoning, identify support systems in your community that could assist the following parents:

(1) Mrs. Thomas has a pregnant teenage daughter and a seventh-grade son. No one in the family ever gets excited about anything. The son complains about headaches a lot and watches television constantly. The daughter has been very depressed since becoming pregnant. She talks about killing herself.
(2) Mr. Jones' family argues a lot. He and his two teenage sons never seem to agree. Sometimes the arguments become physically or verbally abusive. Once the arguments are over, they all live peacefully until the next problem arises. They all support each other if one of them has a problem outside the family.
(3) Rita takes care of her three grandchildren. Her grandson Jimmy is an eighth grader. Lately, he has been withdrawn. His grades have dropped, and money has been missing from his grandmother's purse. Rita feels that Jimmy may be using drugs.

CONCEPT	PROCESS SKILLS	STRATEGIES

(4) The Ryan family is in need of warm clothes. The school has been calling them because the two younger children have not been to school. Mrs. Ryan is afraid to send them to school because they have no winter coats.

Discussion Questions

- *What are the consequences of the family situations described above?*
- *What will happen if these families do not seek outside support?*
- *What influences whether these families seek outside support?*

e. Complete **Parent Scavenger Hunt (p. 199-200)**.

f. List community organizations that offer recreational programs for children. Research the following about each and report back to class.

(1) Type of program
(2) Time of program
(3) Age group for which program is offered
(4) Criteria for participation
(5) Cost
(6) Benefit to participants
(7) Why program was developed

3. Barriers to Seeking Support

PR

a. Read the case studies below. Using practical reasoning, decide if you think the parents should seek outside help or if they should try to settle their problems themselves. If you think they need outside help, name the type of agency they should contact.

(1) Mrs. Smith, an alcoholic single mother, is raising her two sons who are four and seven. The seven-year-old is having trouble with his schoolwork. The four-year-old cries every time his mother is out of his sight. This makes it difficult for Mrs. Smith to try to find work.
(2) Betty's son was shopping with his friends when they dared him to shoplift a candy bar. He did and was caught. Betty is extremely upset. Her son has been honest in the past.
(3) Arzilla's daughter was born with Down's syndrome. Arzilla loves her daughter and attempts to teach her and play with her a great deal. Arzilla is proud of both her daughters. The family doesn't have a lot of money, but they seem to be happy with what they have.

CONCEPT	PROCESS SKILLS	STRATEGIES

(4) Renata's son has cerebral palsy. The father of her child abandoned the family when her son was born. Renata resents the fact that her son requires so much care. If his older brother doesn't stay home from school to feed him, Renata often forgets. The older brother's grades have fallen because he misses so much school.

Discussion Questions
- *When should parents seek outside support?*
- *What are the consequences of not seeking adequate support?*
- *What influences whether parents seek outside support?*

b. Read **Barriers to Seeking and Getting Support (p. 201)**.

Discussion Questions
- *Which barriers would you be most likely to experience?*
- *Which barriers are most difficult to overcome?*
- *What skills do parents need to overcome these barriers?*

c. Using resources, identify communication and management skills needed to take advantage of community resources, such as those listed below. Discuss how you can strengthen or acquire these skills.

(1) Communication skills: being assertive, describing problems or circumstances, writing and filling out forms, communicating over the telephone.
(2) Management skills: managing time, scheduling appointments, arranging transportation and child care.

d. Select one of the situations from **Parent Scavenger Hunt (p. 199-200)** and role-play seeking assistance from the community resource appropriate for that situation. After the role-play, discuss the skills you used in communicating your needs and the skills you would need to arrange for services.

TOLL-FREE NUMBERS

STATE AGENCIES

Agriculture Economic Information Center	1-800-282-1955
Acquired Immune Deficiency Syndrome (AIDS) Hotline	1-800-342-2437
Attorney General Public Action Line	1-800-282-0515
Auditor of State	1-800-282-0370
Business Permit Center	1-800-248-4040
Consumer's Counsel	1-800-282-9448
Economic and Community Development	1-800-282-1085
Energy Saver Hot Line	1-800-247-3940
Environmental Protection Agency	1-800-282-0270
Food Stamp Hot Line	1-800-282-1190
Home Energy Assistance Program	1-800-282-0880
Insurance Hot Line	1-800-282-4658
Just Say NO: Stopping Drug Abuse Before It Starts	1-800-258-2766
Legislative Information	1-800-282-0253
Narcotics Anonymous	1-800-451-3000
Nursing Home Ombudsman Program	1-800-282-1206
Ohio Displaced Homemaker Network	1-800-628-7722
Ohio Energy Credit Program	1-800-282-4310
Occupational Safety and Health Association(OSHA)	1-800-282-1425
Parents Anonymous	1-800-421-0353
Public Utilities	1-800-282-0198
Public Welfare	1-800-282-1190
State Income Tax	1-800-282-1780
Taxation	1-800-282-5393
Women's Information Center	1-800-282-3040
Worker's Compensation	1-800-282-9536

FEDERAL AGENCIES

Auto Safety Research Center	1-800-424-9393
Conservation and Renewable Energy	1-800-523-2929
Inquiry and Referral Service, Consumer Product Safety Commission	1-800-638-2772
Housing Discrimination	1-800-424-8590
Interstate Commerce Commission	1-800-221-1014
Internal Revenue Service (IRS) Northern Ohio	1-800-424-1040
Internal Revenue Service (IRS) Southern Ohio	1-800-424-1040
National Council on Child Abuse and Family Violence	1-800-222-2000
Occupational Safety and Health Association (OSHA)	1-800-582-1708
Runaway Hotline	1-800-448-4663

OTHER

Lawyer Referral	1-800-282-6500
National Child Abuse	1-800-422-4453
National Health Information	1-800-336-4797

PARENT SCAVENGER HUNT

DIRECTIONS: Drawing on resources provided and the information you have gathered, use your practical-reasoning skills to complete the following chart for each parenting/family problem listed. Write your responses as if you were the parent in the situation.

PROBLEM	ORGANIZATION OR AGENCY	SUPPORT PERSON OR GROUP	SERVICES PROVIDED	ADDRESS AND PHONE
Child needs tonsils removed, and parents do not have the money for surgery.				
Preschool child needs immunizations.				
Teenage girl in the family suspects she is pregnant.				
Family of four does not have a decent place to live.				
Family ran out of infant formula for 3-month-old baby and has no money or food stamps.				
Parents do not want any more children.				
Second-grade boy has outgrown his winter jacket, and temperature is in the 20s.				

PROBLEM	ORGANIZATION OR AGENCY	SUPPORT PERSON OR GROUP	SERVICES PROVIDED	ADDRESS AND PHONE
Father has abused his two preschool children.				
Mother does not allow father visitation rights with the children as the divorce decrees.				
New baby was born with a birth defect.				
Couple wants to adopt a child.				
Mother got a job and needs child care for preschool and school-age children.				
Third-grade daughter comes home from school crying every day and will not tell parents why.				
Parents must decide where to send children to school.				
Mother of triplets needs help during the day to care for their needs.				

Source: West Virginia Department of Education, *Parent Education Curriculum*. (Ripley, WV: West Virginia Curriculum Technology Resource Center, 1990).

BARRIERS TO SEEKING AND GETTING SUPPORT

ISOLATION the feeling that:

- I am alone and "I" am the only one that has felt like this.
- No one else has ever experienced what I am experiencing.
- There isn't anyone to help me.
- My problems are different from those of others.
- You are weak if you ask for help.

DENIAL OF DISABILITY the feeling that:

- My child will outgrow this.
- Why should I go to that support group - he's O.K.
- Others think that he will outgrow it - maybe there's been a mistake.

EXTREME SENSE OF RESPONSIBILITY the feeling that:

- This is my responsibility. I am an adult; I should be able to handle it.
- I don't want to force my responsibilities onto other people.
- I don't want to burden others. My child/family situation is a burden that others shouldn't have to deal with.
- No one else can do it but me.

BELIEF THAT OTHERS DON'T WANT TO HELP

- Others don't want to hear about my problems. They have enough of their own.
- Others don't really want to know, or they would ask me more.
- Others don't want to be bothered. They don't really care.
- I don't want to infringe on other people's lives.
- Others get too upset when they hear about my problems. They can't deal with my problems.
- Others don't know enough to help, so I don't trust them.

NEED TO BE A "PERFECT" PARENT

- I wanted these kids. I should adore and take care of them.
- I should be able to cope with my own children. I should be able to handle anything and everything.
- My children need me. No one else is as good at dealing with them. No one can love or protect them the way that I can.

LACK OF ENERGY OR STRENGTH TO SEEK HELP

- It's too complicated to find and use a support system. It's easier to just do everything myself.
- I'm too tired to bother. I'll just let it go.
- It takes so much energy to explain my situation to others.

Source: V. Richardson, *Family Ties*. (Worthington, Ohio: Ohio Coalition for the Education of Handicapped Children, 1990).

CONCERN: PARENTING IN FAMILIES AND COMMUNITIES

Module: Balancing Working and Parenting

Outcomes:
- Identify the effect that becoming a parent has on work roles
- Explain how parents' work roles affect their children
- Describe the advantages and disadvantages of being a working parent
- Identify the consequences of keeping and not keeping parenting and work roles in balance
- Identify strategies for balancing work and family roles
- Develop a plan for meeting the family's child-care needs
- Identify strategies for dealing with guilt and stress as a working parent

CONCEPT	PROCESS SKILLS	STRATEGIES
1. Decision to be a Working Parent	PROBLEM	a. Brainstorm a list of reasons parents work, such as those listed below. (1) Earn money (2) Need to get out of house (3) Time away from children (4) Secure future (5) Growth potential (6) Adult interaction *Discussion Questions* • *Which of these reasons are used most often by parents?* • *Do most parents who work outside the home feel they have a choice about their work roles? Why or why not?*
		b. Discuss whether you agree or disagree with each of the following statements: (1) Children of working mothers are at a disadvantage. (2) Children of nonworking mothers benefit because their mothers are at home.

CONCEPT	PROCESS SKILLS	STRATEGIES
		Discussion Questions • *What factors influence whether the above statements are true?* • *What values are reflected in the statements?* • *Are these values the same or similar to your own values? Why or why not?* c. List the advantages and disadvantages of being working parents. Using resources, identify how having working parents affects children. d. Using resources, identify ways to prepare a child for the parent's employment. Consider those listed below. (1) Let the child know in advance that you will be going to work and explain why you will be leaving for that period of the day or night. (2) Tell the child where you are going and what you will be doing. (3) If the age of the child and the job site permit, take the child for a short visit. (4) Secure reliable, appropriate child care and spend some time with the child at the home of the caregiver or the center.
2. Effect of Work Roles on Parenting Roles	PROBLEM	a. Brainstorm concerns of working parents. Study those listed below. Discuss things all working parents have in common. (1) Child-care arrangements (2) Sick children or emergency situations (3) Less involvement in child's life and activities (4) No time for personal needs (5) Increased stress and frustrations (6) Continuing financial problems b. Compare the skills needed for parenting and the skills needed for an occupation. List characteristics of work outside of the home and the work of being a parent. c. Using resources, list the physical and emotional adjustments required by working parents. Consider those listed next.

CONCEPT	PROCESS SKILLS	STRATEGIES
		(1) Physical adjustments Child-care responsibilities Household responsibilities Rest and relaxation Dealing with travel and children's illnesses Financial flexibility in case of illness and job loss, etc. Obtaining outside child care
		(2) Emotional adjustments Mutual encouragement and understanding Agreement between parents that it is best for both to work Security in knowing that the needs of the children are being met by a competent caregiver during the working day Freedom from guilt Both parents need to have a feeling of self-worth and achievement from their jobs
		Discussion Questions • *What happens when work roles and parenting roles are in balance?* • *What happens when work roles and parenting roles are not in balance?*
3. Strategies for Balancing Working and Parenting		a. On a large sheet of paper, draw three circles labeled, "Self," "Family," and "Work." Under each circle, list the responsibilities you should perform to meet the expectations of that role. Discuss the likelihood that you will be able to keep all three roles and responsibilities fulfilled.
		b. Read **Work and Family Values and Goals (p. 211)**. Identify those values and goals that match your own. Discuss the consequences of those holding values and goals.
		c. Using resources, identify strategies for balancing work and parenting roles. Discuss which strategies are easy for you to implement and which strategies are more difficult.
4. Child Care		a. List all the reasons a family would need child care. Describe how the age of the child could influence the type of child care you might select.

CONCEPT	PROCESS SKILLS	STRATEGIES

  (1) Full-time employment
  (2) Part-time employment
  (3) Emergencies
  (4) Mental health breaks
  (5) Social interaction for children

b. Using resources, list the steps in the process of finding good child care, such as those listed below. Discuss what would happen if one of these steps were omitted from the process.

  (1) Determine your needs and your child's needs for child care.
  (2) Determine child care choices in your community.
  (3) Screen child care choices according to your criteria.
  (4) Conduct an interview in person, while visiting the child care site.

c. Using resources, list things to consider when evaluating your present child care needs. Consider those listed below.

  (1) Location
  (2) Hours of operation
  (3) Cost
  (4) Curriculum

d. List child care options. Identify the advantages and disadvantages of each child care option. Discuss factors to consider when selecting a child care option.

e. Make a list of types of child care available in the community. Include locations and fees. Make a map pinpointing locations.

f. Brainstorm the qualities of a good care giver by completing the sentence, "A care giver is someone who . . ."

g. Make a poster illustrating all the responsibilities of child care givers. Study the ones listed next. Rank these responsibilities in order of importance.

CONCEPT	PROCESS SKILLS	STRATEGIES

(1) Safety
(2) Nutrition
(3) Cleanliness
(4) Discipline
(5) Intellectual stimulation
(6) Social stimulation
(7) Balanced rest and play activities
(8) Emotional nurturing

h. Brainstorm questions to ask a home-care provider in an interview such as those listed below. Discuss the types of information that can be learned from an interview.

(1) What hours are you willing to work?
(2) What salary do you require?
(3) Do you smoke? Have pets?
(4) What were the number and ages of children you have previously cared for?
(5) Do you have references?
(6) How long have you been caring for children?
(7) What was the reason for leaving your last job?
(8) Do you have children of your own? Ages? Where are they during day care hours?
(9) Describe the kinds of activities you like to do with children.
(10) What is a typical day like when you care for a child?
(11) How do you discipline? What if a child hits another child?
(12) At what age do you think a child should be toilet trained?
(13) What do you do if a child won't nap, won't eat, or cries for no apparent reason?

Discussion Questions

- *Which of these questions are most important? Why?*
- *Why should you bother to interview a child care provider before hiring?*
- *What other criteria should you consider besides the personal interview?*

i. Working in groups of three, practice interviewing a home care provider. Two group members will take the roles of provider and parent, while the third group member acts as an observer. After the groups practice interviewing, discuss what went well about the interviews. Make a list of things to remember in conducting such an interview.

CONCEPT	PROCESS SKILLS	STRATEGIES
		j. Brainstorm problems parents have had with care givers. Using resources, identify ways to develop a good relationship with your care giver.
		k. Invite a representative from the state licensing agency to present information on what criteria daycare centers and licensed family homes must follow in order to be licensed. Identify factors that should be considered when selecting a child-care center.
		l. Visit a local child care center and practice observing the operation of the center as if you were considering it as a child care choice. Devise a checklist to evaluate the center. After the visit, compare your rankings in each of the following areas: (1) Staff (2) Program and materials (3) Facilities (4) Administration
		m. Working in small groups, research one of the current child care issues below and report your findings to the class. (1) Child-care tax credits (2) Child-care legislation (3) On-site daycare centers for employees (4) Child abuse at daycare centers
		n. Using resources, list questions to ask yourself when monitoring your child-care arrangements.
4. Guilt and Stress	PROBLEM	a. Read each of the case studies below and rank them according to the level of stress that each would cause the working parent. (1) You are ready for a big day at work that includes a performance review from your boss. Your son wakes up with a sore throat. (2) Your babysitter announces that she has to have her gall bladder removed and will be unable to care for your children for two months after the operation. (3) You are late for work. Your five-year-old is slow getting ready for school and cannot find his shoes. (4) Your boss has asked you to work overtime this evening, but you were planning to attend your daughter's school music program.

CONCEPT	PROCESS SKILLS	STRATEGIES

b. Using resources, identify sources of guilt and stress associated with balancing work and family roles.

c. Discuss values and attitudes, such as those listed below, that can add to the stress and guilt working parents are feeling. Develop a list of affirmations that can be used to deal with the effect of these values and attitudes.

(1) I can control every aspect of my life.
(2) I need to earn as much money as I can.
(3) It is my fault if my children do not succeed in school.
(4) My house should be kept clean and in good order.
(5) My family needs to adhere to a strict schedule.

d. Using resources, identify signs of guilt and stress associated with being a working parent, such as those listed below.

(1) Fatigue
(2) Exhaustion
(3) Inability to think clearly
(4) Difficulty in coping with everyday problems
(5) Short temper
(6) Inefficiency

Discussion Questions

- *How would each of these symptoms affect your work role? Your parenting role?*
- *What skills would you need to prevent or cope with these symptoms?*
- *Which symptoms would be most difficult to handle? Why?*

e. Using resources, identify suggestions for preventing stressful situations such as those listed below.

(1) Release expectations of super parent role
(2) Carry calendar, telephone numbers, note pad
(3) Have back-up and sick-child care arranged

f. Brainstorm activities that help you reduce stress. Discuss ways to make time for these activities.

CONCEPT	PROCESS SKILLS	STRATEGIES

g. Brainstorm a list of home management tips for reducing stress, such as those listed below.

(1) Designate one person who is in charge of each household activity.
(2) Designate one person who will be in charge of each area of the house.
(3) Share and negotiate which household tasks will be done by each member.

h. Brainstorm ways to reduce the stress of balancing work and family by putting a career in a holding pattern such as those listed below.

(1) Decrease overtime work
(2) Eliminate job travel
(3) Part-time work
(4) Job sharing
(5) Declining promotions or transfers
(6) Leaving your current job for another one
(7) Quitting your job

Discussion Questions
- *What are the advantages and disadvantages of each of these strategies?*
- *What should you consider before making such a decision?*

PR

i. Read each of the case studies below and use practical reasoning to decide how to reduce stress.

(1) Juanita just had her first child. She has had little experience taking care of children and is overwhelmed with all the new skills she must learn. She is very nervous about leaving her new baby in the care of someone else for 50 hours each week while she goes to work. She is also worried about whether or not she will be able to deal with the stress of work and then come home to care for her child each night.
(2) Wilma has three children aged two months, two years, and four years of age. Her child care costs take up a large percentage of her income from her job. She is often exhausted from working two jobs--one at the office and the second at home taking care of the kids each evening.
(3) Evelyn works full-time and is recently divorced. Her two young children did not take the divorce well and are experiencing signs of severe emotional stress. Evelyn has custody of the children, but sees them only in the evenings. Lately, her work responsibilities have increased, resulting in many late evening hours.

CONCEPT	PROCESS SKILLS	STRATEGIES
		Discussion Questions • *What did you consider before making each decision?* • *What are the advantages and disadvantages of putting a career in a holding pattern?* • *What factors might influence such a decision?* j. Develop a chart listing the pros and cons of part-time work and a second chart listing the pros and cons of quitting work for a while to stay at home with family.

WORK AND FAMILY VALUES AND GOALS

	Primarily Income Oriented	Integrated	Primarily Career Oriented
Value of Work for the Family	Work brings only financial means of existence; necessary evil.	Work highly valued yet other aspects of life are equally valued.	Work provides major meaning and fulfillment for family members.
Identifying Behaviors	• Family finds major pleasure in outlets other than work.	• Pleasure received from both work world and other aspects of life.	• Pleasure is gained from work world.
	• Family activities are totally apart from work world.	• Family activities contain a mixture or balance with the work world.	• Many or most family activities have a base in the work world.
	• Family members only vaguely aware of actual work of other family members.	• Awareness of actual work activities of other family members.	• Family members are strongly aware of and may be involved in some aspect of each other's work world.
Goals	• Short range: continue to maintain job in order to have income.	• Short range: seek career/work challenges tempered with meaningful personal and home life.	• Short term: continually improve work position in order to gain new challenges and personal growth in the work world.
	• Long range: discontinue work as soon as possible in order to seek pleasure elsewhere.	• Long range: retire at typical stage; maintain interest in work world yet develop new interests and capabilities.	• Long term: extend work life as long as possible; retire late or not at all; work interest continues into later years.

Source: G. Henderson, *Dimensions of Life*. (Cincinnati: Southwestern Publishing, 1985)